
FACILITATOR COMPETENCIES GAP ANALYSIS IN THE IMPLEMENTATION OF DISTANCE LEARNING MODEL FOR CPNS TRAINING IN MINISTRY OF TRANSPORTATION

¹Rima Febrina, ²Adhani Ekowati

Pusat Pengembangan SDM Aparatur Perhubungan

E-mail: rima_febrina@dephub.go.id

ABSTRACT

Digital transformation has significantly reshaped civil service training, including the implementation of distance-based Basic Training for Civil Servant Candidates (Latsar CPNS). This study examines participants' perceptions of facilitator competencies, identifies gaps between expected standards and actual practices, and outlines implications for competency development. A quantitative approach was employed using a structured questionnaire administered to 432 CPNS participants in the Ministry of Transportation. The instrument measured three competency domains: learning management, personality and social relations, and substantive technical competence. Data were analyzed using descriptive statistics with reliability and validity testing. The findings indicate that facilitators are generally perceived as competent in delivering distance learning. However, notable gaps remain in the contextualization of learning materials, the level of interactivity, and the pacing of delivery. These gaps are particularly relevant given participants' preference for practical, engaging, and technology-supported learning. The results underscore the need to strengthen facilitator roles within the Civil Servant Competency Development framework, emphasizing integrated learning, continuous development, and alignment with workplace application to support effective competency development in the digital era.

Keywords: Facilitator Competence; Distance Learning; Latsar CPNS; Digital Learning; Competency Gap Analysis; ASN Training.

INTRODUCTION

The public sector digital transformation has dramatically transformed public sector organizations with respect to knowledge management, competencies development and human capital capacity (Eom and Lee, 2022). On top of that, the changes in information technology have not only improved the administrative processes but also required reforming the civil service training systems on adaptive, collaborative and competence basis (Maatuk, A. M., et

al., 2021). In accordance with this trend in the world, several countries started to employ digital government principles into civil society human resource development policies by using online platform and technology-based learning model such as Indonesia.

Within the civil service context, this adaptation is evident in the implementation of the Basic Training for Civil Servant Candidates (Latsar CPNS), which is now widely delivered through blended or fully online formats. Such transformation extends

beyond a mere change in delivery methods; it introduces substantial pedagogical challenges for facilitators or widyaiswara. They are now required to demonstrate not only strong pedagogical and substantive competencies but also digital literacy, online communication skills, and the ability to manage virtual interactions effectively and meaningfully. In alignment with the *Ministerial Decree of Administrative and Bureaucratic Reform (KemenPANRB)*, the evaluation of facilitator competence encompasses three core domains: *Learning Management, Personality and Social Relations*, and *Substantive Technical Competence*.

Nonetheless, the quality and effectiveness of distance learning programs are inconsistent among training institutions. This variation not only bears testimony to different levels of technological infrastructure and institutional readiness, but also throws up disparities in the competencies of facilitators that spearhead the learning process. One requires a balanced mix of pedagogical, digital, social and substantive competencies for an effective and engaging distance learning (Lopes, et al., 2023; Bolliger and Martin, 2021).

As such, participants' views of the facilitator's competence are a key measure of quality for training delivery (Pratiwi, et al., 2022). These perceptions serve as a proxy indicator for assessing the quality of instruction, interaction, and engagement within virtual settings. Nonetheless, so far little empirical approach has been used to investigate the participants' perceptions of facilitator competence in such a systematic way, especially

with regard to distance-based civil service basic training in Indonesia.

The real problem that comes to surface is whether the competencies required of facilitators according to civil service standard practice differ from what participants perceived during the implementation phase of distance learning programs. Thus, this paper tries to respond three guiding questions like: (1) how participant(s) perceive the role of facilitator as effective in conducting distance learning? (2) How do participants perceive the facilitator's personality and social interaction skills? and (3) What do participants think of the technical and substantive competencies of facilitators in delivering the Latsar CPNS program?

This study represents a micro level exploration of what constitutes functional facilitator know-how and how it is ultimately achieved in the context of distance-based Basic Training for Civil Servant Candidates (Latsar CPNS) Implementation. Therefore, the objectives of this research are as follows: (1) to describe participants' views about facilitator competence in distance learning context, (2) to find out the competency gap between minimum standards expected by KemenPAN-RB and participant's perspective on competencies, and (3) to recommend strategies for improvement. The combination of these objectives aims to make both empirical and practical contributions with the purpose of developing a more flexible and digitally responsive training system for civil service.

METHOD

This study employed a quantitative research design using a structured questionnaire distributed to respondents. The questionnaire was developed based on previous studies and validated frameworks proposed by Paramita (2021), Asrifan et al. (2022), Nugroho (2022), Rubeba (2025), and Bigatel, et al., (2012). It was designed to measure facilitators' competencies in the context of distance-based civil service training. The instrument consisted of three main competency variables: *Learning Management, Personality and Social Relations, and Substantive Technical Competence*. The respondents were 432 Civil Servant Candidates (CPNS) from the Ministry of Transportation (MoT). Data collection was conducted between August and December 2025.

To assess the reliability of the instrument, Cronbach's Alpha coefficients were calculated. The result of instruments with Alpha values greater than 0.6 and Pearson significance levels below 0.05 meet the reliability and validity criteria. The results of the reliability and validity tests indicated that all variables achieved acceptable values. Respondents completed the questionnaire using a four-point Likert scale, with values ranging from 1 = Strongly Disagree to 4 = Strongly Agree.

RESULT

After data cleaning and validation, a total of 432 valid responses were retained for analysis. The demographic characteristics of the respondents indicate a predominantly young participant population, with 75% aged between 18 and 23 years and 25% aged between 24 and 29 years.

This distribution suggests that most participants represent the early-career generation, which is generally more adaptable to digital learning environments. In terms of gender, 71% of the respondents were male and 29% were female, showing that male participants still dominate the current Latsar CPNS cohort. The gender domination may impact the result as male students' learning preferences more about direct instruction, competitive activities, less emphasis on emotional expression so when the positive perception occurs might be inflated by these learning model. Facilitators' perceived fairness, approachability, and ability to create a conducive atmosphere might be judged differently by a predominantly male audience. For example, a more direct or authoritative style might be perceived as professional and effective by male participants, while female participants might prefer a more collaborative or nurturing approach. When it is important to optimize training for all future CPNS participants, understanding potential gender-based differences in perception is critical. Without disaggregating data by gender, the Ministry of Transportation might implement improvements that cater primarily to the dominant group, potentially overlooking the specific needs or preferences of female participants.

Regarding educational attainment, the majority of respondents hold a Diploma III (59%), followed by Bachelor's degree (D-IV/S1) holders (40.5%), while only 0.5% completed senior high school. This composition reflects the recruitment pattern that

prioritizes candidates with technical and professional education backgrounds, aligning with the vocational orientation of the civil service schools. This group is likely to possess distinct characteristics that influence how they evaluate the effectiveness of distance learning facilitators. Individuals with vocational education background are typically trained with a strong emphasis on practical application, problem solving and direct to relevance to "real world" situation. It is caused these participants are highly likely to prioritize facilitators who demonstrate strong substantive technical competence. They would expect facilitators to possess broad and deep knowledge of the subject matter, to provide relevant examples, and to be able to link material to participants' work duties or functions. If the facilitators fail to consistently provide these practical connections or demonstrate sufficient depth in the subject matter, the perceptions of this highly educated and vocationally-oriented group could be negatively impacted. Conversely, high scores in these areas would indicate that facilitators are successfully meeting this critical expectation. The qualitative feedback "*Materi yang disampaikan umumnya jelas dan mudah dipahami. Akan tetapi, penyampaian bisa lebih efektif jika disertai dengan contoh nyata yang relevan dengan konteks peserta*" (Material delivered is generally clear and easy to understand. However, delivery could be more effective with 'real world' examples relevant to participants' context directly supports this expectation. This research shows that

the educational attainment profile of the CPNS participants, heavily skewed towards Diploma III and Bachelor's degrees with a vocational focus, indicates a cohort that values practical relevance, interactive learning, technological proficiency, and professional conduct from their facilitators. Their prior academic experiences have likely cultivated a more discerning perspective on teaching quality. If the facilitators fail to consistently provide these practical connections or demonstrate sufficient depth in the subject matter, the perceptions of this highly educated and vocationally-oriented group could be negatively impacted. Therefore, high perceptions of facilitator competencies in this study would strongly suggest that the facilitators are successfully meeting these advanced expectations, particularly in linking theoretical knowledge to practical work contexts and employing engaging, technology-supported pedagogical methods. Conversely, any identified gaps or areas for improvement would highlight where facilitators need to further adapt their approaches to cater to the sophisticated learning needs of this educated and vocationally-driven participant group.

Analysis of the participants' training locations reveals that 39.4% attended from their offices, 36.3% from home (on leave or WFH), 23.6% from official residences or dormitories, and 0.7% from other locations. These findings indicate that the Latsar CPNS program was implemented through a hybrid and flexible distance learning model, allowing participants to engage from diverse learning

environments. This variation in learning settings may influence participants' learning experiences, particularly in terms of concentration, interaction, and access to supporting facilities. The diverse training locations impacts perceive learning management competence, especially for the interaction and engagement. Participants who learn from home might face different types of distractions (family, personal tasks) compared to those in an office setting. While the program was distance learning, so the support for IT and internet service might be an issue. The comment "*untuk penyampaian materi sudah sangat baik, namun terkadang terkendala jaringan*" (material delivery is very good, but sometimes hindered by network) directly illustrates this. There is also interesting finding that when participants were in an office might be hesitant to speak up due to colleagues around while those at home might feel more comfortable because they felt more isolated. Establishing a strong personal connection and rapport is inherently

more difficult in a virtual environment.

The analysis of respondents' overall perception toward facilitator competence in the distance-based *Latsar CPNS* program shows a highly positive evaluation. Based on the four-point satisfaction scale, the majority of participants rated the facilitators' competence as *satisfactory*. These results indicate that the facilitators were generally perceived as capable of managing distance learning effectively, demonstrating strong mastery in pedagogical, digital, and substantive dimensions. The dominance of the *very satisfactory* category reflects a high level of participant confidence and satisfaction toward the facilitators' overall performance, suggesting that the facilitation quality met or even exceeded participants' expectations. This finding reinforces previous studies that emphasize the critical role of facilitator competence in determining the success of digital and distance-based civil service training (Paramita, 2021).

Table 1. Qualitative Feedback Strong Points

Direct Quotes (anonymized)	Area of Improvement
"Untuk pemahaman lebih, sebaiknya offline" (For better understanding, offline would be better),	a preference for face-to-face for complex topics
"Materi yang disampaikan umumnya jelas dan mudah dipahami. Akan tetapi, penyampaian bisa lebih efektif jika disertai dengan contoh nyata yang relevan dengan konteks peserta" (Material delivered is generally clear and easy to understand. However, delivery could be more effective with real-world examples relevant to participants' context)	a call for continuous improvement
"diberi pretest dan posttest saat pembelajaran untuk mengukur seberapa	a concrete suggestion for assessment

<i>paham peserta pelatihan terhadap materi yang diberikan</i> " (Give pre-test and post-test during learning to measure participants' understanding of the material)	
<i>"Fasilitator bisa memanfaatkan lebih banyak tools atau aplikasi yang mendukung pembelajaran interaktif, seperti kuis online, polling, dan platform diskusi."</i> (Facilitators can utilize more tools or applications that support interactive learning, such as online quizzes, polls, and discussion platforms.)	a suggestion for technological integration
<i>"Mungkin masih terlalu cepat dalam menyampaikan materi, namun sudah sangat baik dan mudah dimengerti"</i> (perhaps still too fast in delivering material, but already very good and easy to understand).	highlights pacing as an area for attention and engangement
<i>"Mungkin lebih diperbanyak games interaktif dengan peserta"</i> (Perhaps more interactive games with participants)	
<i>"Memahami untuk teman teman yang berada di daerah daerah yang terkendala jaringan"</i> (understand for friends (students) in areas with network constraints)	highlights empathy and awareness of technical challenges
<i>"Pengelolaan waktu selama sesi cukup baik, namun akan lebih optimal jika setiap sesi diawali dengan ringkasan tujuan pembelajaran dan diakhiri dengan kesimpulan serta sesi tanya jawab."</i> (Time management during sessions is quite good, but it would be more optimal if each session started with a summary of learning objectives and ended with a conclusion and Q&A session.)	detailed feedback on session structure/ time management
<i>"Memberikan waktu yang cukup untuk dapat mengerjakan tugas yang cukup banyak"</i> (Give enough time to do many tasks)	
<i>"Untuk menjelaskan temponya lebih santai lagi dan tidak perbanyak sarkasnya"</i> (For	specific feedback on delivery style

explaining, the pace should be more relaxed and avoid sarcasm).

This research provides a relatively straight image of the facilitators in the distance learning-based Latsar CPNS program within the Ministry of Transportation. Not a minor effort, given the transition away from traditional classroom-based learning to an entirely or partially digital environment. But the tale is *not all sunshine and rainbows* when we dig a little deeper. The positives are often indicative of at least meeting expectations but failing to exceed them in ways that radically support the learning experience. The participants still mention some common gaps, especially regarding the need to make learning more practical and interactive, and adapted to real-world working contexts. I have another important point about learning that I would like to highlight here: Learning does not happen in a controlled environment. Participants log in from homes, offices and dormitories, each with their own levels of distractions and internet variability. This reality has direct bearing on facilitator competence experience. Today, good facilitation is not about delivering content but managing complexity in an increasingly fragmented learning environment. In summary, there is nothing wrong with the competence of the facilitator. However, there is a huge difference between “being good” and “being fully effective in a digital learning ecosystem.”

Based on the research findings, several practical steps are recommended to enhance facilitator

competence and improve Latsar CPNS distance learning quality. LAN Regulation No. 10/2018 emphasizes that competency development should be based on job needs and organizational performance. This is why facilitators should explicitly relate the learning materials and real work situations in the Ministry of Transportation. Case based learning, sectoral examples and problemsolving scenarios should be a norm so that learning outcomes are understood and applicable. Tools for learning methods such as e-learning, blended and experiential are encouraged. In this space, facilitators must integrate two-way delivery through features like quizzes, polling, discussion boards, and gamification into their sessions. This echoes that expectations of learning in a digital world should be participatory, engaging and responsive.

Well-designed learning processes is one of the five requirements in LAN Regulation No. 10/2018. Sessions should follow a general structure of common practice: introduction of objectives, systematic delivery followed by interaction and engagement through discussion or activities, then closing with reflection or summation. Such consistency will facilitate clearer learning and ensure the participants can track their learning journey. Even simple pre-tests and post-tests should be integrated into sessions. Not only to assess, but also to support participants in following their own learning. A facilitator should have strategies to

manage unstable internet conditions, including providing alternative materials when participants cannot connect, recording sessions for later viewing and simplifying synchronous elements as required. Being able to empathize with these constraints is, today, a mark of professional competence. Developing facilitator competence is more than just closing the gap, it is to keep up with how learning itself evolves. In an increasingly digital ecosystem, facilitators need also to shift from being communicators of content knowledge to the designers behind the learning experience.

CONCLUSIONS

This study confirms that facilitators in the distance learning-based Latsar CPNS program at the Ministry of Transportation are generally perceived as competent across the three core domains: learning management, personality and social relations, and substantive technical competence. The overall positive perception indicates that facilitators have been able to adapt to the demands of distance learning and maintain a satisfactory level of instructional quality in a changing learning environment. However, the findings also show that this competence has not yet fully translated into an optimal learning experience. Participants consistently point to the need for stronger contextualization of learning materials, more interactive approaches, and better pacing in delivery. These gaps are particularly important given the characteristics of the participants, who are young, digitally literate, and oriented toward

practical and work-relevant learning. In this context, effective facilitation is no longer defined only by clarity of explanation, but by the ability to create meaningful, engaging, and applicable learning experiences.

The diversity of participants' learning environments further reinforces this challenge. Variations in internet access, physical setting, and levels of distraction shape how learning is experienced and how facilitator competence is perceived. This indicates that facilitation in distance learning requires a higher degree of adaptability, where facilitators must be able to manage not only content and interaction, but also the uneven conditions in which learning takes place. These findings need to be understood within the broader framework of ASN competency development, particularly under Peraturan Lembaga Administrasi Negara Nomor 6 Tahun 2023, which positions Corporate University as a strategic approach to building an integrated learning ecosystem. In the context of the Ministry of Transportation Corporate University, learning is expected to go beyond isolated training sessions and be designed as part of a continuous learning journey, where formal learning is connected with workplace application and experiential development.

From this perspective, the identified gaps suggest that facilitation practices are still largely concentrated in the formal learning component, and have not yet fully leveraged the broader 70-20-10 learning model. The "10%" component (structured learning such

as Latsar) has been delivered relatively well, but needs to be strengthened through more contextual and interactive approaches. At the same time, facilitators have a critical role in bridging learning with the “20%” (social learning through interaction, discussion, and collaboration) and the “70%” (experiential learning through real work application), so that learning outcomes are sustained beyond the virtual classroom. Therefore, this study concludes that the key issue is not the absence of facilitator competence, but the need to reposition

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