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ANALYSIS OF EXAMINATION RESULTS OF EDUCATION AND TRAINING PARTICIPANTS FOR CANDIDATE OF CIVIL SERVANT

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ABSTRACT

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This study aims to describe the results of the pre-test and post-test scores as well as the level of error of the participants of the Basic Education Training for Civil Servant Candidates (CPNS) for the Regional Human Resources Development Agency (BPSDMD) of Central Java Province. This study is an observational study with a cross-sectional approach. The population in this study used a saturated sample, where the sample used was the pre-test and post-test scores of all participants who took part in the training, namely 40 respondents, the relationship between variables using the Wilcoxon Signed Ranks Test.

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The results of the analysis obtained a Z value of -4.582 with a p-value of 0.000 < 0.05, so there is a significant difference between the pre-test and post-test values. The mean pre-test with the ten questions given to the participants was 32.00, with a standard deviation of 14.358. In comparison, the post-test mean of the 10 items given to participants was 60.75, with a standard deviation of 19.400. There was a change in the participant's knowledge score before and after the training by 28.75%. Of the 10 questions, from pre-test to post-test, the error rate changes as follows; 85.00% experienced an increase, 7.50% was repaired, and 7.50% decreased. The results of the observations on the test participants showed pretty good results, but there were still some weaknesses of the participants in terms of assimilation with a new environment, and the object of observation that affected students' absorption.

Key Words: Pre Test, Post Test, Error Rate, Wilcoxon Signed Ranks Test.

1. INTRODUCTION

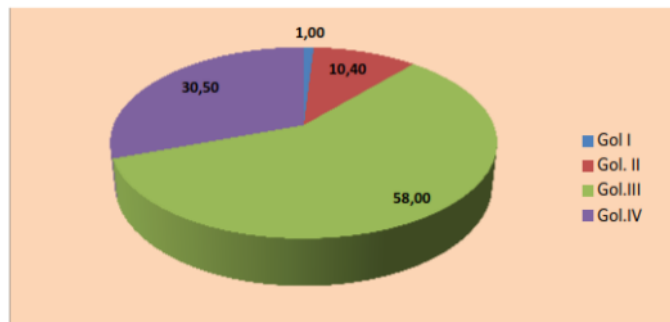
Basic Training for Candidates for Civil Servants (CPNS) is the gateway for the formation of Government Apparatus which is expected to achieve optimal public services. The function of ASN as the public service apparatus, implementer of policies and the glue and unifier of the nation requires a high understanding of the basic values that will underlie attitudes and behavior in carrying out their profession. An effort is needed to shape these apparatus candidates into professional state servants. One form of learning to instill these basic values must be passed has been stipulated by the State Administration Institute Regulation Number 12 of 2018.

The effectiveness and efficiency of good and clean government management requires good human resources. Good human resource management is implemented in the form of apparatus integrity that is built through competence and ethics towards personal and institutional integrity,

encourages innovative bureaucracy, and is guaranteed in apparatus quality assurance (Matei, A., Enescu, EB., 2013). In order to make this happen, various efforts have been made by the Central Java provincial government. One of them is through the formation of professional PNS or CPNS cadres. The professionalism of the apparatus is what ultimately becomes the basic capital for government employees in an effort to create an efficient and effective bureaucracy, by providing the best service for the community. In 2019 Central Java Province succeeded in recruiting a total of 16,651 CPNS for the various formations needed. A large enough number for comparison with civil servants in Central Java today.

In the context of carrying out its duties, along with the change in the Regional Apparatus Organization (OPD) based on Government Regulation No.18 of 2016 concerning Regional Apparatus, the Central Java Provincial Government has carried out the arrangement of Regional Apparatus Organizations from 59 Regional Work Units (SKPD) to 49 OPD. The number of employees with civil servant status was originally 41,683 people as of December 2019, to 41,752 people in January 2020. Of these, 438 class I civil servants or 1%, group II civil servants were 4327 people or 10.40%, class III and 24,236 civil servants or 58%, and for class IV civil servants as many as 12751 people or 30.50%.

Figure 1.1 .Composition of Civil Servants for Central Java Province 2019



(Source: Central Java Province BKD 2019)

To build the competence and professionalism of prospective apparatus in Central Java Province, as many as 1,926 CPNS attended education and training at the Regional Human Resources Development Agency (BPSDMD) of Central Java Province as an institution that functions in Human Resource Development at the Center. Java Province. Meanwhile, there are many other CPNS, namely 14,720 CPNS, who are required to attend Basic Training in their respective Regencies / Cities. Of course, it is not easy for a large number of CPNS Foundation to achieve the expected competence and professionalism. Various implementations in the implementation and implementation, in general, are things that need to be thoroughly studied and paid attention to by the parties concerned and other related parties.

The provisions contained in the statutory regulations, namely Law Number 5 of 2014 concerning State Civil Servants (ASN Law) article 63 paragraph (3) and paragraph (4) where CPNS are required to undergo a probation period, to form professional competence in carrying out their duties. The Indonesian government policy in preparing CPNS to serve the community through an integrated education and training process, both classical and non-classical, provides necessary training to increase professionalism and competence in the fields required to carry out their duties as an apparatus (Rodríguez, AL, Morant, GA. 2019). Public ethics is one of the business materials for the main training participants for prospective civil servants following the curriculum regulated in the Republic of Indonesia State Administrative Regulation Number 12 of 2018. CPNS basic training participants must follow the material incorporated in the Basic Values of Civil Servants or withstands for ANEKA (Accountability, Nationalism, Public Ethics, Commitment to Quality, and Anti-Corruption).

One of the training materials that underlie sales professionalism is public ethics, where ethical values play an important role in service. Almost all apparatus duties with an understanding of ethics. Ethics is a necessity for officials in providing services to the community. To see the effectiveness of the learning program on basic training, evaluation is needed. The evaluation results are expected to meet the measurement standards so that training competencies can meet—one of the evaluation tools or instruments using a test. The test is an individual or individual order for the learning program being implemented.

There are five characteristics of a good exam, namely 1). Validity is being able to measure precisely what you want to measure, 2). Reliability cannot be trusted because it provides fixed or stable results when repeated; 3). The goal is that there is no personal element that influences it, 4) Practical practicality and easy implementation, examination, and examination, 5). Economical, does not require high costs, much energy, and a long time (Widodo, 2017). One of the learning evaluation tools that meet the above criteria is the pre-test and post-test.

The pre-test is given in training, among others, is to explore the extent to which the participants' initial abilities with the material provided so that the facilitator can determine how the learning will be delivered. Another evaluation that is carried out is in the form of a post-test, and evaluation to obtain an overview of the abilities achieved by the participants after the end of the learning process. From the implementation of the post-test and pre-test, it will be known how much influence the learning is carried out, and it will be known which parts of the material are still unknown and understood by the participants (Arikunto, 2012)

In training, evaluation of the pre-test results often does not get serious attention, so that at the time of the post-test, the results have not shown significant changes, so it needs to be studied further, including in this case compiling the questions that were answered incorrectly by the participants.

In connection with these problems, the authors reviewed the evaluation of the pre-test and post-test scores on the Public Ethics material, with the formulation of the problem of the difference in the pre/post-test score and the error rate in basic training for civil servant candidates. In this study, the hypothesis put forward is, "There are differences in the pre-test and post-test scores of public ethics material on basic training for civil servant candidates. The hypothesis is the original hypothesis (Ha). For testing purposes, the hypothesis is changed to zero hypotheses (Ho) so that it becomes "There is no difference in the pre-test and post-test scores of public ethics on basic

training for civil servant candidates. This research was conducted to determine the pre- and post-test scores and the participants' level of error in answering the questions given according to the training material. From this research, it is hoped that it will be useful in providing information about the level of progress of the learning process. Some of the limitations in this study are the existence of a variable that can be called a disturbance that cannot be controlled but is very influential on public services, namely participant psychology, age, gender, and education level.

2. METHOD

This type of research is observational with a cross-sectional approach, with the sampling technique is a saturated sample where the pre-test and post-test scores are obtained from all participants who participated in the training. The method used in this research is to use google form and literature study and search for processed primary data. The population in this study were participants in basic training for prospective civil servants in Central Java Province, with the sample was taken was total sampling, namely all participants who took the basic training for CPNS of Public Ethics as many as 40 respondents gathered in one learning class. The method used in the pre-test and post-test questions is to use the google form method. Meanwhile, the error rate refers to (Sudijono A., 2008), with the difficulty level using the following formula:

$$P = N_p / N$$

P: item difficulty index number

N_p: the number of participants who can answer correctly

N: the number of participants who took the learning outcome test

In interpreting the difficulty level of an item presented in a test, to measure the participant's ability, it can be determined using the difficulty index criteria which can be seen in the following table:

Table 1: Interpretation of Difficulty Levels

The amount of P	Interpretation
0 - 0,30	Very difficult
0,31 - 0,70	Fair / Moderate
0,71 - 100	Easy

The collected data were then processed using SPSS version 22 and excel 2010, which were analyzed analytically and presented in the form of frequency distribution, cross-tabulation, percentage, average, and standard deviation. The relationship between variables is determined using the Wilcoxon Signed Ranks Test. In comparison, the error rate in answering the pre-post test questions is presented in the form of a frequency distribution.

3. RESULTS AND DISCUSSION

The pre-test training results of the ten questions tested had a mean value of 32.00 with a standard deviation (SD) of 14.358. The lowest pre-test value was 10.00 and the highest 70.00. The post-test results of 10 questions have an average value of 60.75, with a standard deviation of 19.400. The lowest post-test score was 20.00, and the highest was 100.00.

Table 2: Pre post-test

The comparison between the pre and post-test, then question number 2, is the question with the highest achievement in the change from wrong to correct answers, which is +50.00%, and the lowest is in question number 3, which is +5.00%. Meanwhile, the change from wrong answers to correct ones that decreased was in question number 1, which reached -12.50%. Errors in answering the questions from the pre-test to the post-test resulted in the following results: 3 participants (7.50%) decreased, 3 participants (7.50%) still 34 participants (85.00%) increased. These changes can be seen in table 3 and graph one below:

Tabel 3 : Uji Wilcoxon Signed Ranks Test

No.	Description	Lowest	Highest	Mean	Median	SD	Information
1	Pre-test	10,00	70,00	32,00	30,00	14,358	P= 0,00
2	Post-test	20,00	100,00	68,75	60,00	19,400	P= 0,00

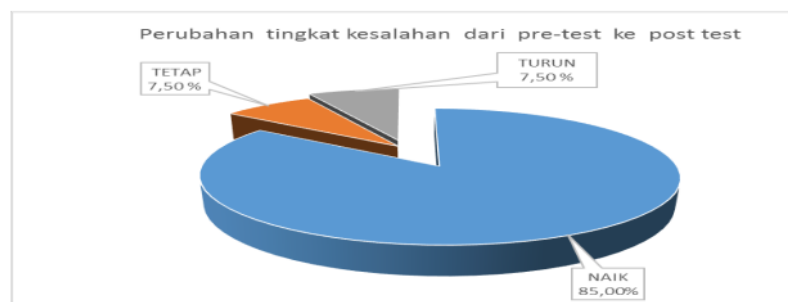


Figure 1: Graph of change in error rate from pre-test to post-test

Based on the results of the calculation of the Wilcoxon Signed Ranks Test, the value is obtained. Z is -5.075 with a p- value of 0.000 <0.05, so it can be concluded that there is a significant difference in the pre-test and post-test scores of public ethics on basic training for civil servant candidates.

The pre-test and post-test results of 40 participants, the average score was 32 (pre-test), and 60.75% (post-test). Based on observations during the pre-test, some participants' readiness was still lacking; some participants did not have time to learn. The indications of unpreparedness included the presence of participants who had the same score (on the pre- test and post-test), namely 3 participants (7.50%), and 3 participants (7.50%) had decreased scores (from pre-test to post-test). This shows that there are still participants who have difficulty determining the correct answer. It can be concluded that the participants' readiness before taking the test is essential, among others, by providing sufficient time to study for participants and assistance by facilitators or material facilitators. Therefore, the provision of modules and materials related to training needs to be informed to participants early before the participants join the training.

As mentioned from the results of the data analysis above, there is a change in the pre-test and post-test scores from 32.00% to 60.75%; several factors influence these changes, one of which is the preparation of the participants when taking the post-test. So, it has been confirmed that the participants' readiness during the training will affect the value to be obtained, with an increase of only 28.75%. This is in line with the results of research (Fajrizka, 2016), which states that training readiness needs to be supported by several factors, including training venues, modules, and participants who contribute to the education of training as facilitator factors who master the material.

Table 4: Error rates for pre-test and post-test

No	Soal	Kesalahan		Perubahan		Pr e tes t	Pos t test	Pr e tes t	Pos t test	Perubahan (%)
		Pr e tes t	(%)	Pos t test	(%)					
1.	Below is the correct understanding about Ethics, are:	15	37,5 0	20	50,00	-				12,50
2.	What is meant by "Code of Conduct" exactly is:	28	70,0 0	8	20,00	50,00				50,00
3	Below is the definition most appropriate of Public Ethics are:	11	27,5 0	9	22,50	5,00				5,00
4	Which are not Basic Values Public Ethics are:	21	52,5 0	10	25,00	27,50				27,50
5	Covers any Dimensions of Public Ethics:	34	85,0 0	27	67,50	17,50				17,50

6	Competence Demands in Implementation Ethics for Public Services consists of:	32	80	18	45,00	35,00
7	Leadership competence is one that is needed in complying with ethical values in public services. Below are included in Leadership Competencies, are:	31	77,50	18	45,00	32,50
8	In carrying out ethics for good public service, a principle is needed that must be obeyed. Below which are included in the Ethical Principles, are:	30	75,00	19	47,50	27,50
9	The application of ethics in giving Public services, covering several fields, namely:	37	92,50	16	40,00	52,50
10	The ultimate goals of Public Ethics are:	23	57,50	13	32,50	25,00
Changing the Mindset of the Civil Apparatus in carrying out their main duties provide services to the community, namely:			0		0	
Total		262	65,50	148	37,00	27,50



Figure 2: Error rates for pre-test and post-test

From table 4 and graph 2, in general, the participants' errors in answering the pre-test and post-test questions decreased by 38.00% from 65.50% to 27.50%, with details of 9 questions (90.00%) there was a definite change (from false to the right), 1 question (10.00%) a negative change (from right to false). During the pre-test, the most difficult questions were questions numbered 2, 4, 5, 6, 7, 8, 9, and 10, with a range of above 50%. At the time of the pre-test, the question that was considered the most difficult was question number 9, which was about "The application of ethics in providing public services, covering several fields, namely," While at the time of the post- test, the question that was still considered difficult was question number 1, namely "Below is the meaning that right about ethics, is:" There was a negative change from 37.50% to 50.00%

There were still 23.33% of the participants who answered incorrectly from the search for post-test answers. Of the ten questions, question number 5 is the most difficult; until the end of the post-test learning, only 3 participants (10%) answered correctly, with the question that covers what dimensions of public ethics are. The most significant positive change from wrong answers in the pre-test to correct in the post-test was in question number 9, which was + 52.50%, and the lowest was in question number 3, which was 5.00%. The most significant adverse change from the correct answer in the pre-test to wrong in the post-test is question number 1, which is equal to - 12.50%.

To find out the level of difficulty in the questions by comparing the questions that were answered correctly compared to the participants who took the test, which was divided into three levels, namely Most Difficult, Fairly/Moderate, and Too Easy, with the results as shown in table 5.

Tabel 5. Tingkat kesukaran soal pre dan post test

Interpretasi	Pre test		Post test	
	n	%	n	%
Most Dificult	6	60,00	-	0,00
Fairly/Moderate	3	30,00	7	70,00
Too Easy	1	10,00	3	30,00
Total	10	100,00	10	100,00

At the time of the pre-test, the most challenging level was at the "Most difficult" level, while at the time of the post- test the most challenging level was at the "Fairly/Moderate" level, so it could be concluded that the difficulty level on the question was in line with the positive results, and there was the difference between pre-test and post-test. According

to Suciati, 2001, a person's learning process is influenced by three processes, namely; First, the process of assimilation from a new place (atmosphere), it is possible that the participants took a long time to do this process due to several reasons, including psychological factors. Second, the process of accommodation or adjustment of each individual interacts with new friends; this usually occurs due to cultural differences. Third, equilibration or a combination of integration and adjustment factors, between individuals and other individuals, is very different; some are fast, some are, but some are slow. In this learning process, these three factors, assimilation, accommodation, and equilibration need full attention from teachers/instructors and education providers, so that the learning objectives that have been set can be successful, and minimize the factors that can interfere with the learning.

4. CONCLUSION

Before training, the knowledge score of participants was 32.00%, with the highest error rate reaching 92.50% on question number 9, and the lowest reaching 27.50% on question number 3. There was a positive change, namely, 34 questions (85.00%) from wrong to the right answer, three questions (7.50%) changed good, and three questions (7.50%) had a negative change from right to false.

The score of the participants' knowledge after the training was 60.75%, with the highest error rate reaching 67.50% occurring in question number 5, and the lowest reaching 20.00% occurring at question number 2. There was a decrease in the error rate of 38.00%, from 65.50% (pre-test) to 27.50% (post-test). There was a difference between the pre-test and post-test scores, namely 28.75%. Question number 5 is the hardest question of the ten existing questions, with an error rate of up to 67.50% and the easiest on question number 3 is 5.00%.

From the results of this study, several things that need to be considered are: The learning process in education and training for civil servant candidates must be focused on an integrated understanding of concepts and the ability to think creatively with the broadest possible construction and opportunities for concept exploration for students.

The results of the observations on the test participants showed pretty good results, but there were still some weaknesses of the participants in terms of assimilation with a new environment, and the object of observation that affected students' absorption. Some things that must be considered by the teacher/instructor are:

- a. Teachers must be mature in learning activities (including preparing material, creation of a good atmosphere, and preparing the use of multimedia) and can apply them consistently.
- b. Group learning strategies with a clear division of tasks. Each group is assigned a different job with work as individual responsibility.
- c. The teacher always monitors and guides students in a more creative learning stage.

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