Massive Open Online Course (MOOC), Widyaiswara and Competency Development for Civil Servants

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Abstrak

Merebaknya pandemi Covid-19 telah mempercepat implementasi pembelajaran jarak jauh. Kegiatan pembelajaran tatap muka dalam pelatihan Aparatur Sipil Negara (ASN) digantikan oleh *e-learning*. Hal ini merupakan transformasi yang signifikan. Tujuan penelitian ini adalah untuk mengetahui sejauh mana kesiapan fasilitator pembelajaran atau Widyaiswara dalam pembelajaran ASN dalam menghadapi pergeseran model pembelajaran dari konvensional tatap muka ke e-learning. Penelitian ini menggunakan pendekatan kualitatif. Teknik pengumpulan data yang digunakan adalah wawancara dengan sepuluh Widyaiswara muda, madya, dan utama. Penulis juga melakukan penggalian data-data dari sumber sekunder dalam diskusi di Komunitas Widyaiswara dan kegiatan berbagi informasi, serta sumber perpustakaan terkait lainnya. Hasil penelitian menunjukkan sebagian besar Widyaiswara siap menghadapi perubahan paradigma pembelajaran. Namun, Widyaiswara perlu mengembangkan keterampilan literasi digital, seperti pemanfaatan teknologi informasi untuk pembelajaran dan pembuatan program/materi pembelajaran e-learning yang sesuai dengan kebutuhan peserta diklat. Instansi Pembina Widyaiswara yaitu Lembaga Administrasi Negara diharapkan dapat memberikan pembinaan kepada Widyaiswara dan memberikan dukungan lembaga pelatihan pemerintah untuk mempersiapkan Widyaiswaranya agar siap dan profesional menggunakan teknologi pembelajaran.

Kata Kunci: Kesiapan E-Learning, Paradigma, Pembelajaran, Widyaiswara

Abstract

The outbreak of the Covid 19 pandemic accelerated distance learning. Face-to-face learning activities in Civil servant or Aparatur Sipil Negara (ASN) training are replaced by e-learning, and this is a significant transformation. The purpose of this study was to investigate the extent to which the learning facilitators or Widyaiswara were prepared for ASN learning in facing the shift of the learning model from conventional face-to-face to e-learning. This research used a qualitative approach. The data mining technique employed was interviews with ten young, middle, and senior Widyaiswara. The author also carried out data from secondary sources in discussions in the Widyaiswara Community and information sharing activities, and other related library sources. The results indicated most of Widyaiswara were ready to face the change of the learning paradigm. However, Widyaiswara needs to develop digital literacy skills, such as the use of information technology for learning and creating an e-learning program/learning materials that meet the needs of training participants. The Widyaiswara Advisory Body, namely the National Institute of Public Administration Indonesia (NIPA-LAN), is expected to provide guidance to Widyaiswara and enable government training institutions to prepare their Widyaiswara to be ready and professional use of learning technology.

Keywords: E-Learning Readiness, Learning, Paradigm, Widyaiswara

Introduction

The Covid 19 pandemic has changed the order of ordinary life and created significant changes in education. During this pandemic, almost all educational institutions are forced to implement distance learning, from primary, secondary to higher education. Not much different from formal education, the business process of developing the State Civil Apparatus (Aparatur Sipil Negara – ASN) competence must also quickly adapt and innovate to adapt to the new normal order. ASN competency development is transformed from face-to-face learning classes to distance learning or e-learning.

Before Covid 19 became a massive pandemic worldwide, the Ministry of State Apparatus Empowerment Republic of Indonesia established the competency standards for ASN positions, which the government has regulated in the Minister of State Apparatus Empowerment and Bureaucratic Reform Regulation Number 38 of 2017. In carrying out their duties, an ASN needs to have competencies consisting of the three components of knowledge, skills, and attitude/behavior. ASN competency standards consist of Technical Competencies, Managerial Competencies, and Socio-Cultural Competencies. Technical Competency is knowledge, skills, and attitudes/behaviors that can be observed, measured, and developed specifically related to the position's technical field. Managerial Competencies are knowledge, skills, and attitudes/behaviors observed, measured, developed to lead and/or manage organizational units. Socio-cultural Competencies are knowledge, skills, and attitudes/behaviors that can be observed, measured, and developed related to the experience of interacting with a pluralistic society in terms of religion, ethnicity and culture, behavior, national insight, ethics, values, morals, emotions, and principles. Every position holder must hone these competencies to obtain work results following the role, function, and position (Minister of State Apparatus Empowerment and Bureaucratic Reform Regulation Number 38 of 2017 Concerning State Apparatus Competency Standards, 2017).

Government Regulation Number 11 of 2017 concerning Management of Civil Servants Article 212 paragraph (3) states that competency development can be carried out in non-classical training, carried out at least through E-Learning, workplace guidance, remote training, internships, and exchanges. Between civil servants and private employees (Government Regulation Number 11 of 2017 Concerning Management of Civil Servants, 2017).

As a Government Organization with authority to develop ASN competencies, the State Administration Institute has provided guidelines for implementing ASN competency development through e-Learning, written in LAN Regulation Number 8 of 2018. In this regulation, E-Learning is the Competency Development of Civil Servants, which is implemented in training by optimizing information and communication technology to achieve learning goals and improve performance. Every government training institution can implement E-Learning for managerial, technical, and socio-cultural competency development (LAN Regulation Number 8 of 2018 Concerning ASN Competency Development Through E-Learning, 2018).

The implementation of E-Learning in developing ASN competencies aims to:

1. Increasing the efficiency and effectiveness of E-Learning Competency Development for Civil Servants through a Learning Management System (LMS). It is an effective, fast, and credible communication medium. With this E-Learning, organizing training can be automated with a computer's help so that competency development can be carried out massively with an existing system without adding training resources.

2. Expanding access for civil servants in sustainably developing competencies. Almost every civil servant (especially from the millennial generation) has a device used in work and daily social life. Therefore, developing civil servant competence through E-Learning can be done anytime, anywhere, accessed from any location, and is global. Even a civil servant with very high mobility will still be able to obtain the right to develop his competence by up to 20 hours of lessons per year.

3. Accelerate organizational performance improvement. Competency development through E-Learning in quantity will allow civil servants to develop their competencies according to organizational needs without leaving their daily duties. It is expected that the rate of organizational performance will increase significantly.

Widyaiswara is one of the main pillars in developing the competence of the ASN. Widyaiswara is an ASN appointed as a functional official with the duties, responsibilities, authority, and rights to carry out ASN education, learning, and training activities and conduct training evaluation and development at government training institutions. Widyaiswara competence is the possession of knowledge, skills, and abilities demanded by the Widyaiswara Functional Position, including learning, substance, personality, and social management competencies (Minister of State Apparatus Empowerment and Bureaucratic Reform Regulation No. 22 of 2014 Concerning Widyaiswara as a Functional Position, 2014).

The role of Widyaiswara as an academic staff is crucial in realizing the training's goals and objectives. This functional official's prominent role is to actualize the training design into learning management activities by communicating it effectively to the training participants. Meanwhile, the main task is to carry out the development and implementation of education and training. In other words, the task of Widyaiswara is to educate, teach and/or train Civil Servants at Government Training Institutions. This duty includes compiling a training needs analysis, designing a curriculum, developing learning materials, designing an evaluation/assessment of the training outcomes, implementing training, and evaluating training programs.

A change in the learning paradigm that began with the Covid 19 pandemic outbreak is necessary that Widyaiswara must accept. Starting from the year 2021, One of the compulsory training for Civil Servant Candidates (Calon Pegawai Negeri Sipil – CPNS) before taking their position, namely CPNS Basic Training, is carried out e-learning. This CPNS Basic Training E-Learning is partly conducted through the Massive Open Online Course (MOOC). Learning at MOOC no longer requires the presence of Widyaiswara in the teaching and learning process because the Learning Management System has fully facilitated it.

There are studies regarding a teacher or pre-service teacher readiness on online learning. However, those researches are mainly focusing on the school or higher education environment. Little research focused on adult competency development, particularly in the civil servant learning environment. Therefore, this research will discuss online learning in the government training institution from learning facilitators or Widyaiswara.

This study aims to determine the perception of Widyaiswara in Indonesia regarding the paradigm shift in developing the competence of ASN, especially in carrying out his/her duties as a learning facilitator at a government training institute. Some of the research questions that the author will discuss are:

1. Will the existence of Massive Open Online Course (MOOC) replace the role of Widyaiswara as a learning facilitator?
2. To what extent is Widyaiswara ready to be an e-learning facilitator to adjust to the new normal era?

Literature Review

Education paradigm shift or competency development does not only occur in Indonesia but almost all over the world. The Covid 19 pandemic has changed the mode of delivery of teaching to students/learners. There has been a reduction in physical interactions' intensity to prevent the disease spread from becoming more widespread. Velasco and Maria Cristina stated that in the Philippines, there had been significant changes in learning at a high level (Velasco & Maria Cristina, 2020).

Previously Ventayen (2018) stated that e-learning has made the learning and teaching process more flexible. However, the effectiveness of learning through e-learning must also be accompanied by the readiness of several learning elements, including, in this case, the

readiness of teachers, learners, educational organizations, and also parents of students/learners (Ventayen, 2018).

According to Downing and Dyment (2013), there was still a slight deficiency in understanding related to the teachers' readiness and preparation in delivering material online. In general, prospective teachers are less equipped with the skills to facilitate online learning. A teacher must be skilled in pedagogy/andragogy and mastery of information technology and master various competencies and roles (Downing & Dyment, 2013).

Aydin (2005) states that several roles and competencies that must be adequately mastered by online learning facilitators are the role of assessors, experts on the content being handled, and the role of facilitators, as well as competence in carrying out learning design (Aydin, 2005).

Based on previous researches (Eslaminejad et al., 2010; Ismail et al., 2013; Soetan & Coker, 2018; Velasco & Maria Cristina,2020; Ventayen, 2018), it can be seen that the attitudes of teachers and/or prospective teachers are relatively ready to facilitate online learning. They can accept changes in delivery from conventional classes to e-learning, even mobile learning, which is only done via smartphones. However, it was also reported that there were still many teachers who still felt less competent in mastering skills in the use of technology and also pedagogy (Downing & Dyment, 2013; Velasco & Maria Cristina, 2020). On the other side, Valtonen et al. (2018) stated that prospective teachers need to be equipped with more comprehensive knowledge in order to be able to combine technical skills and pedagogical skills (Valtonen et al., 2018).

In responding to changes related to the Covid 19 pandemic in the Philippines, several things distinguish a teacher's level of readiness to facilitate online learning, namely teaching experience and expertise in learning content and the teacher's geographic location (Alea et al., 2020). Previously, Mirķe, Cakula, and Tzivian (2019) conducted research related to mastery of digital skills which showed that teachers who were younger, male, and living in urban areas tended to master digital skills more when studying online (Mirķe et al., 2019).

Methods

The research methods used in this research is a qualitative approach. The qualitative approach seeks to obtain data based on a more complex understanding in an interaction/interview (Sarwono, 2006). Interview activities consist of 10 resource persons and interviewers. The resource persons were selected purposively based on the age range, experience and distribution of their home base as a Widyaiswara. They represent major islands in Indonesia as well as the border area. The interview was conducted between February to April 2021. Interviewer uses research questions as a guideline in doing the interview. Interviews were conducted using information technology through email and text messages on messenger applications because they were constrained by limitations during the covid-19 pandemic. Data were gathered and coded with NVivo software before analyzed by the authors.

This study focused on Widyaiswara's perceptions of e-learning and their readiness to facilitate online learning. In addition to primary data sources derived from interviews and observations, the author also uses other relevant sources in the form of discussions in the Widyaiswara community such as Scientific Forum Discussion on Widyaiswara's Whatsapp Group and also discussions on knowledge-sharing forums organized either by the professional association Widyaiswara or the National Institution of Public Administration as a supervisory agency for Widyaiswara.

Result and Discussion

 A. Competency Development of the ASN

Government Regulation Number 101 of 2000 states that following national demands and global challenges to achieve good governance, human resources with the competent state administration and development positions are needed. Therefore, it is necessary to increase

the quality of professionalism, an attitude of dedication and loyalty to the struggle of the nation and state, the spirit of unity and unity, and the development of the insight of Civil Servants through Education and Job Training which are an integral part of the overall development of Civil Servants. There are several terms in the Government Regulation on Education and Training that must be understood.

Education and Training for Civil Servant Positions is the process of organizing teaching and learning to improve Civil Servants' capabilities. The indicator of good training is to give changes to the participants in the knowledge of attitudes and skills towards a better direction (Nasution, n.d.). A person will be productive if he is equipped with knowledge of attitudes and skills relevant to his work field. On the other hand, productivity is low when a person does not have sufficient provisions to do his job. The objectives of organizing Civil Servant Training are (1) to increase knowledge, expertise, skills, and attitudes to be able to carry out job duties in a professional manner based on the personality and ethics of civil servants following the needs of the agency; (2) creating an apparatus capable of acting as reformers and the glue of national unity and integrity; (3) strengthen the attitude and spirit of service-oriented service, protection, and community empowerment; and (4) creating a shared vision and dynamic pattern of thinking in carrying out general government and development tasks for the realization of good governance.

Civil servants as part of the ASN have the right to develop their competence as much as 20 hours of lessons per year. This right regulated in Government Regulation Number 11 of 2017 concerning ASN Management. Also, in Government Regulation Number 17 of 2020, it is stated that ASN training is carried out through an integrated learning system approach (Corporate University) (Government Regulation Number 17 of 2020 Concerning Revision on Government Regulation Number 11 of 2017, 2020). Development of civil servants' competence to meet the competency needs of civil servants with competency standards for position and career development plans. There are three types of competence for civil servants that must be continuously improved and developed, namely technical competence, managerial competence, and socio-cultural competence.

The Ministry of State Apparatus Empowerment determines the competency standards for ASN positions regulated in the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 38 of 2017. In carrying out their duties, an ASN needs to have competencies consisting of knowledge, skills, and attitudes/behavior. ASN competency standards consist of Technical Competencies, Managerial Competencies, and Socio-Cultural Competencies. Technical competence is knowledge, skills, and attitudes/behaviors that can be observed, measured, and developed specifically related to the position's technical field. Managerial Competencies are knowledge, skills, and attitudes/behaviors observed, measured, developed to lead and/or manage organizational units. Socio-cultural Competencies are knowledge, skills, and attitudes/behaviors that can be observed, measured, and developed concerning the experience of interacting with a pluralistic society in terms of religion, ethnicity and culture, behavior, national insight, ethics, values, morals, emotions, and principles, which must be fulfilled by every officeholder in order to obtain work results following the role, function, and position.

Government Regulation 17 of 2020 mandates that ASN training must be carried out through a corporate university. Corporate University, according to Allen (2017), is a strategic method that aims to achieve organizational goals by focusing on the implementation of employee self-development activities, namely learning and education (Allen, 2017). Rachman and Hidayati (2020) defines Corporate University as a human resource competency development entity that is a strategic tool for an organization to achieve its goals by organizing activities that instill a spirit of learning and increase knowledge and wisdom for both individuals and the organization (Rachman & Hidayati, 2020). Gonzales (2017) stated that the Corporate University aligns the organization's strategic functions with the integration of human resource management that focuses on opportunities for learning, clear career patterns and reward systems, and proper knowledge management (Gonzales, 2017). Several organizational cultures must be instilled in running a Corporate University, including

being proactive in meeting organizational needs and even preparing for organizational needs and challenges in the future. (A.A, 2002). Corporate University also requires that the process and impact resulting from learning can be measured; there is a thorough track record of an employee's development after learning (Abel A.L, Li, 2012).

The ideal learning model commonly applied in Corporate University is 10-20-70 (Lombardo, 1988), which is applying integrated learning to increase further the learning impact on users (user units). This model was first introduced by Lombardo (1988). From the perspective of Corporate University, learning does not only take place in face-to-face classes. This structured learning is only 10 percent of the total learning carried out to produce reliable and competent human resources. Structured learning (10%) must be continued by learning from others (20%) as well as learning completeness evaluated in the workplace (70%). Civil servant competency development has been recognized with in-class training programs or through technical guidance (workshops). However, currently, ASN competency development can also be carried out through non-classical training, carried out at least through E-Learning, workplace guidance, distance training, internships, and exchanges between civil servants and private employees. As a government institution that holds the authority for developing the competence of ASN, the State Administration Institute has provided guidelines in the implementation of E-learning for the development of ASN competencies through Competency Development for Civil Servants through E-Learning. In this regulation, it is explained that E-Learning is the Competency Development of Civil Servants, which is conducted in the form of training by optimizing the use of information and communication technology to achieve learning goals and improve performance. The implementation of E-Learning can be carried out to develop managerial, technical, and socio-cultural competencies.

E-learning as a method of developing ASN competencies has become increasingly important during the Covid 19 pandemic, eliminating conventional face-to-face training in class directly. In this regard, the LAN has responded to changes relatively quickly with the issuance of LAN Regulation Number 1 of 2021 concerning Guidelines for Implementing Basic Training for candidates for civil servants with a Blended Learning Pattern. Changes in the implementation of the candidates for civil servants. Basic training is quite significant by cutting face-to-face time in the classroom and replacing them with e-learning classes in the form of a Massive Open Online Course (MOOC). In the Guidelines for Organizing Civil Servant Competency Development through E-Learning, it is explained that the human resources involved in this Civil Servant E-Learning consist of: tutors, managers, organizers, and mentors. Civil Servant E-Learning tutors consist of lecturers, examiners, coaches, and/or other designations. A mentor's task is to provide guidance and input to training participants regarding the achievement of the expected competencies; provide transfer of knowledge and experience to training participants, and provide support related to technical and substantive aspects in the preparation of learning products.

Widyaiswara plays a very crucial role in E-Learning-based learning for civil servants. Widyaiswara as an E-Learning tutor, performs the tasks of implementing education, teaching, and training, namely: compiling a learning plan; compiling and developing teaching materials and learning media; produce teaching materials and learning media; disseminating and uploading teaching materials and learning media; provide tutorials related to learning materials, and guide trainees in the academic field. The examiner in civil servant e-learning is the tutor whose job is to test and assess the training participants' learning outcomes. As stated in LAN Regulation No. 8 of 2018 article 9, an examiner carries out tasks which include: providing an assessment of the evaluation of the learning outcomes of training participants; provide suggestions for improving the quality of the learning outcomes of the training participants; and arranging questions, assignments and/or evaluation of learning outcomes, including the answer key.

The Coach is a Tutor whose job is to help trainees. They stimulate their thinking and all the resources they have, building their self-awareness processes and creating various strategies

to solve the challenges they face through methods that have been proven by research. A coach carries out tasks that include: guiding the training process; help identifies, explore, and enable training participants with their potential; and monitor the activities of the training participants. A Widyaiswara can play a dual role either as a tutor or examiner at the same time (Hidayati, 2018).

B. Widyaiswara's Perspective on E-learning and Distance Learning Facilitation

1. The role of Widyaiswaras in the MOOC

Massive Open Online Course is a learning platform by utilizing information technology to learn and teach. The hallmark of MOOC is the massive open access to learning for many people with flexible learning time so it can be accessed by learners anytime and anywhere as long as they have an internet connection. (Decker in Nurdin (2017))

In general, Gringer in Baturay (2015) classify the learning activities in the MOOC into the following groups (Baturay, 2015):

a. Tutorial video. The MOOC delivery is done through short learning videos, usually around 5-10 minutes per video.
b. Assessment or evaluation. The most common form of assessment is to give quizzes in the form of questions, or some MOOC platforms also use peer review, considering that learning resources, especially in adult learning, are not only one-way from the tutor.
c. Forum, in which participants can interact both between participants and participants with the tutor.
d. Reading material or broadcast material, usually provided by the tutor
e. Video sessions in the form of virtual face-to-face (synchronous) between the participants and the tutor
f. Other learning activities that can increase the achievement of learning objectives
g. Other video sources (scripted video)
h. Social media, this activity can be integrated into MOOC so that participants can carry out discussions in an easier way, without having to enter the MOOC platform first.

The MOOC platform's increasing popularity requires learners to be more independent in completing learning activities and achieving their learning goals with little or no interaction with the tutor/instructor. MOOC is undoubtedly a significant change for a lecturer accustomed to doing conventional learning in training classes. Currently, the competency development of Candidates for Civil Servants is partly carried out with the MOOC platform, which partially reduces the role of lecturers in delivering learning content.

The following are the opinions of research informants regarding the Massive Open Online Course (MOOC):

"The MOOC platform is an infrastructure that can be used to support the effectiveness of learning. Utilization of this platform is not a substitute for the role of Widyaiswara, but is a significant supporter of learning in realizing effectiveness".

Another opinion states that

"Widyaiswara is the owner of the MOOC. MOOC should remain under Widyaiswara's control, not the other way around."

The practice that existed at the time of the research was that Widyaiswara could not access the MOOC platform on CPNS basic training lessons so that the role of Widyaiswara as the "owner" of MOOC was biased because the "owner" did not know the methods and content contained in the MOOC.

Most of the informants' opinions stated that the MOOC could not wholly replace Widyaiswara's role.

"MOOC only measures the knowledge absorbed by a participant but does not measure the actual competence of the participant's attitude, behavior, or personality. The lecturer's role is greatly reduced by the existence of MOOC because the MOOC given to participants/learners is equal, does not or does not pay attention to rapidly changing situations and conditions."

"There is still a need for virtual face-to-face (online) or dialogical/interactive practices in the " expert sharing, "visiting, sharing practices to strengthen the material that is only given by audio or video."

Based on the opinions of lecturers obtained from interviews during research and a study of several literature sources, the authors conclude that lecturers' role cannot just be replaced by independent learning platforms such as MOOC. Moreover, in learning that aims to shape a person's character. This finding is similar to what is stated by Utomo (2019) that a teacher's role will not be replaced by a technology-based learning platform because the instructor also has a mission to shape character, character, tolerance, and virtue. Teachers must also foster social empathy, develop creativity, build imagination, and strengthen the spirit of national unity and integrity (Utomo, 2019).

The reduction of lecturers' role in delivering learning content at the MOOC of CPNS Basic Training needs to be addressed more wisely. The ASN competency development policymakers should be able to provide more expansive space for lecturers to participate in the creation of MOOC learning content. Widyaiswara, as a Subject Matter Expert, plays a crucial role in the development of learning content. ASN competency development is certainly not limited to managerial competencies whose policies are centered on the State Administration Institute. ASN Indonesia also needs to develop technical competence in managing their daily tasks and jobs. These technical competencies are where the Widyaiswara must play an active role as the "owner" of the MOOC for the development of technical competencies, and the Widyaiswara must hone his creativity to develop high-quality technical competency learning content.

The absence of interaction with tutors while studying through MOOC Basic Training for Civil Servant Candidates is a drawback of this system. So, in the Basic Training for Candidates for Civil Servants with a blended learning pattern, a lecturer should no longer deliver content at face-to-face/virtual face-to-face after completing learning through MOOC. The Widyaiswara role transforms into a coach and an assessor who ensures that learning objectives can be achieved through activities synchronous or asynchronous learning. Thus, Widyaiswara needs to equip himself with competence in conducting interpersonal communication and conducting coaching to develop the competence and performance of the ASN.

Technological developments are the demands of the times and cannot be avoided. There will continue to be learning innovations that require lecturers to continue to change and adapt to the latest developments in the future. Therefore, Widyaiswara and his supervisory agencies must have strategic agility in thinking and action in the world of ASN competency development, which is changing more often and rapidly in the current VUCA (Volatile, Uncertainty, Complexity, Ambiguity) era.

2. Widyaiswara's readiness to Conduct Online Facilitation on ASN Competency Development

The Covid 19 pandemic that has hit the world without any prior predictions has accelerated a paradigm shift in ASN competencies development. This shifting certainly has an impact on many stakeholders, one of which is Widyaiswara. Various things must be done to adapt to the new normal order, one of which is to change the face-to-face learning pattern into distance learning.

In this research, on average the Widyaiswara who became the subject of this study had a positive perception of their readiness to do online learning.

> *"A widyaiswara must be able to adapt to changes including changes in learning methods from classical to online methods".*
> *"I am ready because this is a consequence of the pandemic situation. Besides, the participant can learn anytime, anywhere (meaning that Widyaiswara can carry out other duty and activities). This is the industrial 4.0 era. We have to change our mindset"*

This transformation certainly requires the readiness of two parties, namely the instructor's choice (lecturer and student party). The readiness of the lecturer in facilitating online learning can be viewed from his perceptions. Perceptions of online readiness will consist of a mixture of attitudes and experiences impacted by a range of individual characteristics, contextual and cultural factors (Hung, 2016).

Tabel 1. Characteristics of Research Subjects

No	Subject Code	Gender	Age Range (years old)	Domicile	Experience as a Widyaiswara (years)
1.	Subject 1	Female	50-65	Jakarta	0.5
2.	Subject 2	Male	50-65	Jogjakarta	10
3.	Subject 3	Male	40-50	Bandung	10
4.	Subject 4	Female	40-50	Depok	9
5.	Subject 5	Female	50-65	Ternate	8
6.	Subject 6	Female	40-50	Depok	10
7.	Subject 7	Male	30-40	Natuna	3
8.	Subject 8	Female	40-50	Kendari	8
9.	Subject 9	Male	30-40	Depok	7
10.	Subject 10	Male	40-50	Pontianak	8

Source: primary data

The description of the characteristics of lecturers who are research subjects can be seen in Table 1. From the table, we can see that this study's subjects are Widyaiswara from all over Indonesia who have sufficiently qualified teaching experience. The research subjects' age range was around 30 to 65 years, representing the baby boomers, X generation, and Millennial generation. From this description, it can be seen that the Widyaiswara profession is cross-generational, no longer dominated by senior State Civil Servants. Most of the subjects in this study belonged to the X generation category, which is digital migrants. Some of the characteristics of this generation are being able to adapt, accept change well, and be called a particular generation. They also have an independent and loyal character, prioritizing image, fame, and money, hardworking type, calculating the company's contribution to its work (Putra, 2017).

Conclusion

Despite the advancement of learning and education technology, the role the Widyaiswara remains crucial in developing the competence of the ASN in the new normal era. The existence of MOOC will not replace the Widyaiswara as a learning facilitator. Widyaiswara's role has transformed to become a designer in the distance learning process and coach of the workplace learning process.

In general, from the "self-efficacy" aspect, Widyaiswara Indonesia is ready to facilitate e-learning. This requires support from training organizers (competency development for ASN) and the Center for Functional Development of ASN Competency Development as a Widyaiswara Development agency.

This research is preliminary exploratory research of Widyaiswara readiness towards ASN competency development through e-learning. Further research related to Widyaiswara's readiness is needed regarding the mastery of technical skills and an understanding of the heutagogy approach in distance learning through e-learning.

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