

INTEGRATING WORKPLACE LEARNING CONCEPT IN THE MINISTRY OF TRADE OFFICIALS COMPETENCY DEVELOPMENT: A BUSINESS CANVAS MODEL OF TRADE NEGOTIATOR TRAINING

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Abstrak

Potret ASN saat ini belum sesuai harapan, sekitar sepertiga ASN Indonesia memiliki kompetensi dan potensi rendah serta kualitas kinerja dan integritas yang rendah. Program pengembangan kompetensi yang selama ini berjalan dianggap belum sesuai dengan kebutuhan organisasi. Penulisan makalah ilmiah ini bertujuan untuk memberikan gambaran tentang konsep pengembangan kompetensi ASN yang mengadopsi model belajar *workplace learning* yaitu mengintegrasikan pengalaman di tempat kerja sebagai pembelajaran ASN di Kementerian Perdagangan. Kajian dilakukan dengan pendekatan kualitatif yaitu dengan melakukan studi pustaka ilmiah yang relevan dan melakukan pemetaan konsep ke dalam *Business Model Canvas*. Hasil kajian menunjukkan bahwa terdapat tiga nilai yang diharapkan dapat menjadi output dari perubahan paradigma pengembangan kompetensi ASN di Kementerian Perdagangan yaitu: (1) Terjadinya proses transfer pengetahuan, keterampilan dan sikap kerja secara efektif dan efisien tanpa harus meninggalkan tugas kantor; (2) konstruksi dan indeksasi pengetahuan melalui *experiential learning*; dan (3) kontribusi pemecahan masalah di tempat kerja

Kata Kunci: ASN; pengembangan kompetensi; *workplace learning*

Abstract

The current image of ASN (Civil Servant Apparatus) in Indonesia is inconsistent with expectations. Around one-third of Indonesian civil servants lack competence, potential, and have low performance quality and integrity. The existing competency development programs are considered inadequate for organizational needs. This scientific paper aims to provide an overview of the concept of developing ASN competencies by adopting the workplace learning model in the Ministry of Trade, specifically integrating the experience gained in the workplace as a learning method for civil servants. The study was conducted using a qualitative approach, including a review of relevant scientific literature and mapping the concepts into the Business Model Canvas. The findings indicate that three expected values can be achieved through a paradigm shift in ASN competency development at the Ministry of Trade: (1) Effective and efficient transfer of knowledge, skills, and work attitudes without leaving office duties; (2) Construction and indexing of knowledge through experiential learning; and (3) Contribution to problem-solving in the workplace

Keywords: : Government officials; competency development; *workplace learning*

INTRODUCTION

The current state of ASN falls short of the Ministry of State Apparatus Empowerment and Bureaucratic Reform's expectations for 2024. Around 34.57 percent of Indonesian civil servants lack competence, capacity, and have low performance quality and integrity. Moreover, the existing competency development initiatives do not align with organizational requirements and national development objectives. Traditional approaches to ASN competency development are inadequate for addressing cross-sectoral problems that require prompt and effective decision-making (Suryanto, 2019a). In order to meet national development objectives, the success of BUMN businesses and the Ministry of Finance led to the establishment of accelerators to assist in the development of ASN competencies.

The Ministry of State Apparatus Empowerment and Bureaucratic Reform's Deputy of Human Resources envisions a profile for ASN in 2024 that includes integrity, nationalism, global insight, mastery of information technology and foreign languages, service-orientation, networking, and persistence and innovation. Considering the demands and dynamics of the current era, a competency development program is necessary (Suryanto, 2019b)

Several articles and paragraphs of PP No.11/2017 concerning Civil Servant Management have been revised, including Article 203, which governs the development of civil servants' competencies. The regulation stated that ASN CORPU (State Civil Apparatus Corporate University) is an integrated learning system approach used to develop the competencies of every civil servant mentioned in this article of the regulation. A Corporate University is an entity for developing human resource competencies, serving as a strategic tool for organizations to achieve their goals by organizing activities that foster a culture of learning, increase knowledge and wisdom for individuals and the organization as a whole (Guthrie, 2013 in (Fedorova et al., 2017) .

This article aims to provide an overview of the concept of developing ASN competencies

using the workplace learning methodology. Some paper has mentioned about the experiential learning approach for Civil Servant such as (Sediyani & Budisantoso, 2019) and (Anugrahwanto & Nurhayati, 2020). Nevertheless little study concern about workplace learning in Civil Servant competency development particularly in Indonesia. Therefore, this article intends to provide a comprehensive overview of the concept of developing ASN (Civil Servant Apparatus) competencies within the Ministry of Trade, with a particular emphasis on the incorporation of the 70-20-10 learning paradigm. 70% of learning occurs through experiential learning, 20% through peer learning or learning from others, and 10% through structured learning such as training classes or autonomous modules, according to the 70-20-10 model (Lombardo & Eichinger, 1987).

By employing this learning paradigm, the Ministry of Trade recognizes the significance of fostering ASN competency development in an environment that goes beyond traditional classroom-based instruction. This approach recognizes that a substantial amount of learning occurs through practical experiences, interactions with colleagues, and reflection on actual work situations.

Using the 70-20-10 model, the Ministry of Trade seeks to maximize the impact of learning by providing opportunities for civil servants to immediately apply their acquired knowledge and skills on the job. 70% of the model is comprised of experiential learning, which enables ASNs to engage in hands-on tasks, projects, and problem-solving activities directly related to their job responsibilities. This immersive learning experience allows them to acquire practical knowledge, strengthen their critical thinking skills, and gain a deeper understanding of their roles and responsibilities.

In addition, the 20% of the model devoted to peer learning acknowledges the significance of collaborative learning and knowledge sharing within a community of practice. ASNs are encouraged to actively engage with their peers, seek out mentorship, and gain knowledge from the experiences and expertise

of others. This collaborative strategy fosters a culture of continuous learning and promotes the sharing of ideas, best practices, and innovative solutions.

10% of the learning paradigm is devoted to structured learning activities, such as training, seminars and self-learning. While these formal learning methods are essential for imparting foundational knowledge and developing specific skills, they are supplemented by experiential and peer learning components to create a well-rounded and comprehensive competency development program.

The purpose of incorporating the 70-20-10 learning paradigm into the Ministry of Trade's competency development framework is to improve the efficacy and efficiency of ASN learning outcomes. This approach recognizes that learning is a continuous process that occurs through a combination of real-world experiences, interactions with colleagues, and formal learning opportunities.

By adopting the 70-20-10 learning paradigm, the Ministry of Trade hopes to create a dynamic learning environment that enables ASN to acquire and apply knowledge, develop essential skills, and effectively contribute to problem-solving and decision-making within their respective roles in trade negotiation.

Theoretical Review and Previous Research

One of the objectives of ASN competency development is to transform ASN professionalism into a World-Class Bureaucracy in line with RPJMN IV's (2019-2024) goals. The ASN professionalism index measured in 2018 yielded a "very low" qualification value. While central and regional government employees showed varying levels of professionalism, their achievement scores (central: 60.2, regional: 52.7) did not differ significantly (data from the 2018 and 2019 ASN Committee publications) (Suryanto, 2019). These statistics indicate the need for additional action to accelerate the development of ASN competencies beyond existing education and training programs.

Law No. 5 of 2014 entitles every Civil Servant to at least 20 hours of continuing education annually. PNS competency development is conducted using both conventional and unconventional methods. Government Regulation No. 11 of 2017 Concerning Civil Servant Management allows for conventional training methods such as e-learning, workplace support, distance training, internships, and exchanges between civil servants and private employees. E-learning has been transformed into one of the main factors in the development of public servant in the world, its technical and software base being updated, and its level of availability increasing. E-Learning is implemented in the form of distance education, blended learning, and a component of the traditional classroom organization of the educational process. The main feature of e-Learning is its focus on the learner, which allows for the implementation of individual characteristics and needs of students, leading to higher efficiency of this level of training of public servants. E-Learning allows for the saving of financial, material resources, time resources, and social work due to its flexibility, logistics, and organizational forms (Ptakhina & Sych, 2020).

The Professional Training Centre of the Human Resource Management Service (HRMS) uses various types of formal training methods to improve the knowledge, skills, and capabilities of public servants. It is important to view formal and informal learning as complementary and compatible forms of civil servant development because they both have their advantages and disadvantages. Formal learning programs, such as training, have a structured approach and are designed to meet specific learning objectives. On the other hand, informal learning, such as mentoring and coaching, is more flexible and can be tailored to individual needs. By combining both formal and informal learning methods, civil servants can benefit from a more comprehensive and well-rounded learning experience. This can lead to improved performance and career development in the public sector. Therefore, formal and informal learning should not be treated as self-sufficient or sole forms of civil servant development, but rather as complementary and compatible among each other. Mentoring and coaching

contribute to the improvement of knowledge in public administration by providing a structured process for learning and development. The HRMS staff developed a Mentoring training program to improve the mentoring process in public administration and training (Radakovic & Antonijevic, 2013).

(Billett, 2020) defines learning as the process of acquiring new knowledge, enhancing it over time, expanding its scope, and organizing it through application. This process can be applied to the resolution of novel and recurrent issues, and workplace learning is a common form of learning.

The UK Department of Labor defines workplace learning as successful learning outside of traditional academic settings. Individuals can benefit from learning in the workplace by observing daily work experiences (Evans et al., 2007). According to Eraut et al.'s findings (1998) cited in Evans et al. (2007), highly qualified professionals learn in various ways, including observing colleagues, receiving mentoring, and learning from mistakes. Integrating working and learning can be a challenging task due to the tight coupling of learning with work practices and tasks. A simplistic transfer of technologies used in formal educational settings may not fully leverage the opportunities for integrating working and learning. However, technology can help overcome some of these challenges by creating new or enhancing existing learning situations at work (Ley, 2020).

According to (Tynjälä, 2008) workplace learning refers to the process of learning that occurs in the context of work. It is a complex and multifaceted phenomenon that involves a range of different factors, including the individual learner, the sociocultural environment, and the learning outcomes. Workplace learning can take many different forms, from informal on-the-job learning to more formal training and development programs. (Tynjälä, 2008) also notes that workplace learning is context-specific in nature, meaning that it is influenced by the specific work environment and the tasks and activities that individuals engage in. (Tynjälä, 2008) summarizes the perspectives of (Resnick, 1987)

and (Hager, 1998) on the distinctions between formal and informal learning in the workplace in Table 1.

Table 1. The distinction between formal and informal workplace learning

Formal Learning	Workplace Learning
Well-planned (specific components of the learning process are not intentionally created)	Not well designed (+ some intentionally designed learning components)
There is a standardized curriculum and set of competencies.	Typically, there is no defined curriculum or set of learning outcomes.
Unrelated to context, more abstract	It is contextual because it deals directly with work-related issues.
Focus on mental activity	Concentration on tool use (as well as some professions focused on mental activity)
Produce explicit knowledge and broad abilities	Produce implicit and tacit knowledge, as well as specialized competencies.
Predictable outcomes of learning	Learning less predictable outcomes
Individualized instruction and material are emphasized.	Emphasis is placed on the job experience of individual students.

Individual learning	Collaborative education	sections. This allowed for a holistic and structured representation of the interdependencies and interrelationships between various aspects of ASN competency development, workplace learning, and the 70-20-10 learning paradigm.
The division between theory and practice	Practical education based on expertise	
Distinction between knowledge and abilities	Competence is viewed as a complete entity, not a collection of knowledge and abilities.	

Source: (Tynjälä, 2008)

METHODS OF RESEARCH

The research was conducted using a qualitative methodology, which included a thorough examination of pertinent scientific literature and a meticulous process of concept mapping into the Business Model Canvas.

First, a comprehensive review of the existing scientific literature was conducted, concentrating on studies, theories, and empirical evidence pertinent to ASN competency development, workplace learning, and the integration of learning models into government organizations. This exhaustive literature review served as the basis for comprehending the current state of knowledge and identifying knowledge deficits or areas requiring additional research.

Using the Business Model Canvas, the researchers simultaneously employed a concept mapping technique to transform the theoretical insights gained from the literature review into a practical framework. The Business Model Canvas, a common strategic tool for mapping business concepts and models, was adapted and applied in this context to visually represent the elements and relationships involved in the Ministry of Trade's development of ASN competencies.

The process of concept mapping entailed deconstructing the key concepts, principles, and components derived from the literature review and organizing them systematically within the Business Model Canvas's various

The Business Model Canvas serves as a common framework for articulating, illustrating, evaluating, and modifying business models. It encompasses nine distinct components, each comprehensively explained through both visual representation and written description. Furthermore, it not only elucidates the individual building blocks but also provides guidance on how to utilize the canvas effectively, such as converting business strategies into customer-focused operational procedures, a valuable resource for aspiring entrepreneurs in their early stages(Osterwalder & Pigneur, 2010). In practice, Business Model Canvas is also used by non profit organization to maximizing their quality of services (Mutiara & Nurcahyo, n.d.; Perić et al., 2020; Sanderse et al., 2020)

During the process of concept mapping, great care was taken to ensure consistency, clarity, and alignment between the identified concepts and the corresponding sections of the Business Model Canvas. This required taking into account the strategic objectives of the Ministry of Trade, the specific needs and challenges encountered by ASN in trade negotiation roles, and the potential impact of integrating workplace learning approaches into the existing competency development programs.

The purpose of this study was to provide a comprehensive and well-structured overview of the conceptual framework for integrating workplace learning and the 70-20-10 learning paradigm into the competency development of Trade Negotiators at the Ministry of Trade by employing a qualitative research approach that included a comprehensive literature review and concept mapping utilizing the Business Model Canvas.

RESULT AND DISCUSSION

The Ministry of Trade's Strategic Plan for 2020-2024, as outlined in Minister of Trade Regulation

No. 46 of 2020, sets the vision for the Ministry as "A Reliable, Professional, Innovative, and Integrity Ministry of Trade to Realize an Advanced Indonesia That Is Sovereign, Independent, and Has a Mutual Cooperation-Based Personality." One of the Ministry's missions is "Improving the Quality of Indonesian Humans," which is closely tied to the development of human resource competencies in the trade sector. Currently, various training institutions are responsible for competency development, including the Center for Trade Education and Training, the Center for Metrological Resources Development, the Indonesian Export Training and Education Center, the Training Center for Goods Quality Testing, and the Metrology Academy.

Achieving the Ministry's vision in 2024 will require exceptional human resources as the driving force behind the company, given the dynamic nature of the times and the accelerated change caused by the Covid-19 pandemic. The Workplace Learning concept, which can be used to initiate the transformation of ASN competency development within the Ministry of Trade, is considered an appropriate strategic tool for achieving the vision.

Numerous corporate universities, both public and private, employ the 70-20-10 learning model. This model illustrates the use of integrated learning to enhance the learning impact of users. The model includes the following learning components: 70% experiential learning, 20% peer learning or learning from others, and 10% structured learning, which can be accomplished through training classes or independent modules and learning materials. (Kolb, 1984) states in his book that this experiential learning model is adequate from a theoretical standpoint and has been included in the 2018 LAN Regulation Number 10.

The 70-20-10 model emphasizes the Community of Practice and experiential learning. These outcomes are less likely to occur if learning remains confined to traditional training sessions, as theoretical knowledge is typically distinct from on-the-job experience (Lombardo & Eichinger, 1987).

Casey (2012) discusses the evolution of workplace learning approaches. With technological advancements, routine tasks that require minimal skill can be automated or performed by artificial intelligence, eliminating the need for human labor. This shift necessitates employees to possess a variety of skills. Adaptable problem-solving skills and "high-sense work" will replace training manuals, and routines will no longer be tolerated in the workplace. This requirement leads to "fewer organizational levels," where employees are responsible for showcasing their skills and marketing their abilities to contribute to the team.

According to (Billett, 2000), the physical workplace environment provides significant indications, cues, and models that enhance individuals' thoughts, actions, learning, and comprehension. Additionally, other employees serve as performance models and sources of information on how to perform job activities through direct observation and contact. Participation in daily work activities contributes to the acquisition of necessary knowledge for job performance.

Minister of Trade Regulation No. 46 of 2020, which contains the Ministry of Trade's Strategic Plan for 2020-2024, established the Ministry of Trade's vision for 2020-2024, namely "A Reliable, Professional, Innovative, and Integrity Ministry of Trade to Realize an Advanced Indonesia that is Sovereign, Independent, and Has a Mutual Cooperation-Based Personality."

In keeping with this goal, one of the missions of the Ministry of Trade is "Improving the Quality of Indonesian Humans." This mission is inextricably linked to developing trade sector human resource competencies. At the moment, the responsibility for developing competence is shared between several training institutions, including the Center for Trade Education and Training, the Center for Metrological Resources Development, the Indonesian Export Training and Education Center, the Training Center for Goods Quality Testing, and a vocational higher education institution, the Metrology Academy.

The Ministry of Trade's vision, as outlined in the 2020-2024 Strategic Plan, will undoubtedly demand persistent efforts by exceptional human resources as the primary players who will take the company to its vision in 2024. Due to the dynamics of the times and the acceleration of change brought about by the Covid-19 pandemic 19, achieving the vision in 2024 will also require the support of the appropriate strategic tools, in this case, the Corporate University concept, which can be used to kick-start the transformation of ASN competency development within the Ministry of Trade.

The ideal learning model now used by many corporate universities, both public and private, is 70-20-10. This pattern demonstrates the usage of integrated learning to enhance the user's learning impact (user unit). This model was and applied to competency development programs with the following learning portions: 70% are learning from experiences; 20% is done in the form of peer learning or learning from other people, the practical form of this model is Community of Practices which is more informal, and 10% is structured learning, it can be done in training classes or independent learning through modules or other learning materials. (Kolb, 1984) in his book states that theoretically, this experiential learning model is adequate. The form of learning can be assignments and doing projects, on-the-job training, and internships. This form has been accommodated in LAN Regulation Number 10 of 2018.

The majority of the Workplace learning model is based on Community of Practices and experiential learning. Both of these outcomes are less likely to occur if learning continues in traditional training sessions, as theoretical learning is typically distinct from the experience gained directly on the job.

(Casey, 2012) Discusses how workplace learning styles have evolved. Historically, professionals would do an internship in one sector of work and then specialize in that field for the remainder of their careers. With today's technology advancements, ordinary operations requiring little talent can be automated or performed by artificial intelligence, hence eliminating the need for workers. As a result of this transition, workers must possess various abilities. Uniform training

manuals for all employees will be phased away in favor of adaptable problem-solving abilities and "high-sense work"; the workplace will no longer accept routines. This requirement results in "fewer organizational levels," where employees are held accountable for offering their skills and selling their abilities to demonstrate their ability to contribute to the team.

According to (Billett, 2000) the workplace's physical environment contributes significant hints, cues, and models that enhance individuals' thoughts and actions, as well as their learning and comprehension. Additionally, through direct observation and contact, other workers are employed as role models for performance (although in various ways) and as sources of information about how job activities should be accomplished. Additionally, engagement in these daily work activities contributes to developing the knowledge required for job performance.

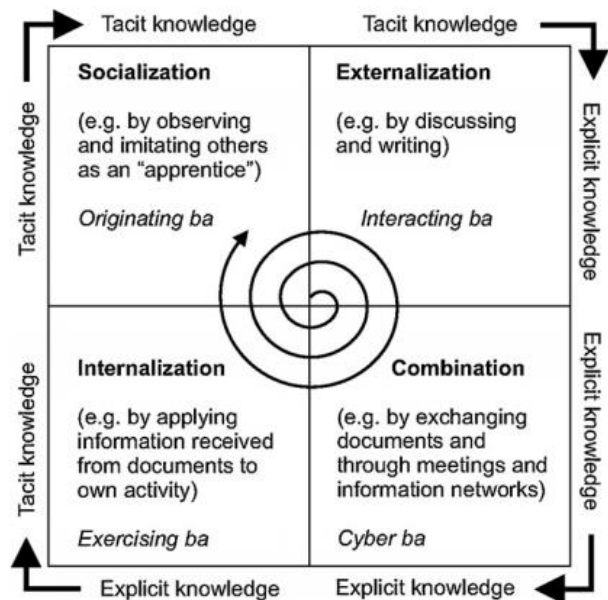


Figure 1. Types of Ba (learning space) in workplace learning concept

Source: (Nonaka & Konno, 1998) modified by (Tynjälä, 2008)

(Nonaka & Konno, 1998) introduced the concept of "Ba" as a learning space. Ba can be a physical, virtual, or conceptual space, or a combination of these, that serves as a platform for developing individual and collective knowledge. Different types of ba as learning areas in the workplace are depicted in Figure 1.

An Originating "Ba" is a social area where individuals can gather and discuss their emotions, experiences, and mental models. The process of knowledge generation begins with "Ba" origination. Cyber "Ba" represents the stage where explicit and implicit knowledge is combined. This can occur in various environments, such as internet networks,

documents, and databases. The final "Ba" is Exercising Ba, which promotes the internalization of explicit information through the application of knowledge in explicit activities.

According to Wenger (1998), social interaction within a Community of Practice is essential for informal learning. By incorporating practitioners, a community of practice allows members to share skills that transcend sectoral boundaries, and all members can participate in and contribute to peer-to-peer learning activities (Snyder et al., 2004).



Figure 2. Business Model Canvas ASN Competency Development of the Ministry of Trade Through Workplace Learning for Trade Negotiators
 Source: Secondary data, processed (Author, 2020)

Workplace learning experiences facilitate the development of knowledge required for professional performance. Goal-directed activities that have cognitive implications for primary work activities support the learning process. Learners quickly understand coworkers who already possess the skills necessary to

achieve company goals. Participation in daily activities enables students to develop the exact solutions required. This problem-solving procedure is iterative and culminates in the indexing of knowledge required to attain workplace goals. Guided learning strategies allow learners to develop a mature approach

to completing tasks through the evaluation and refinement of their approach (Billett, 1996)

In addition to the aforementioned characteristics of workplace learning, this model also has obstacles that need to be considered, as stated by These obstacles include distorted workplace learning paradigms, unrelated assignments, and inadequate human and other resources for conducting workplace learning.

Along with the previously outlined characteristics of workplace learning, this learning model also has hurdles that require attention, as stated by(Elström, 2001) especially barriers connected to the readiness of each individual involved in the workplace learning process. The learning model in the workplace can increase the competence of the State Civil Apparatus by creating and developing focused and quantifiable training programs and curricula. For instance, developing ASN competency through an internship program must be planned and developed so that the activities supplied align with their daily duties and functions, and it is preferable if the ASN can contribute to the company. The Ministry of Trade's draft idea for ASN competency development is illustrated in the Business Model Canvas (Figure 2), along with examples of ASN competency development cases in specific functional roles of Trade Negotiator.

The Osterwalder-Pigneur Business Model Canvas comprises nine fundamental elements, namely Key Partners, Key Activities, Key Resources, Value Proposition, Relationships, Channels, Customer Segments, Costs, and Revenues. Meanwhile, the Business Model Canvas proposed in this paper extends the core nine elements of the OP BMC by incorporating additional facets, including Risk, Legality, Accountability, and Sustainability. The inclusion of these elements is deemed necessary to align with the distinct characteristics inherent to government training institutions. A similar approach has been undertaken by other scholars (Sanderse et al., 2020) who proposed supplementary elements to the BMC for non-profit organizations.

The Trade Negotiator competency development consists of 13 elements that is explained in Table 1.

Table 1. Definition of the terms used in Trade Negotiator competency development BMC.

Key definition	
Key Partners	The network of cooperative agreements with other people or organizations,
Key Activities	The main actions that an organization must perform to create its value proposition.
Key Resources	The physical, financial, intellectual or human assets required to make the business model work.
Value Proposition	The organization's mission, main programs and brand.
Relationships	The type of relationships the organization has established or wants to establish with each key beneficiary
Channel	The communication, distribution and sales methods used by the organization to connect with its customer/
Customer Segments	The different groups of customers that the organization targets for its activities
Cost	The total expenses the organization incurred or will incur to implement the agreed activities
Revenue	The income or funding streams
Risk	Risk refers to the possibility of an

	undesirable or adverse outcome or event occurring. It involves uncertainty and the potential for harm, loss, or negative consequences.
Legality	Legality refers to the state or quality of conforming to the law or being in accordance with the legal system in a particular jurisdiction.
Accountability	Accountability is a concept that pertains to the responsibility and answerability of individuals, organizations, or entities for their actions, decisions, and the outcomes of their actions.
Sustainability	Sustainability in the context of a program refers to the program's ability to endure, thrive, and achieve its intended outcomes over the long term, while minimizing negative impacts on the environment, society, and resources.

Source: Sanderse et.al,(2020), modified

The learning model's design demonstrates that at least three values may be delivered to stakeholders due to the paradigm change in the development of ASN competence at the Ministry of Trade. These three things are the process of successfully and efficiently transferring information, skills, and work attitudes without abandoning office activities, knowledge creation, and indexation through experiential learning and contributing to workplace problem resolution. Additionally, based on the risk analysis, it was determined

that numerous factors could become impediments that require special consideration during the program's design. These factors include a skewed workplace learning paradigm, assignments unrelated to the learning topic, and underprepared human resources and other resources for conducting workplace learning.

CLOSING

Currently, the growth of ASN capabilities is insufficient to achieve the Ministry of State Apparatus Empowerment and Bureaucratic Reform's 2024 ASN objective. The accomplishment of this objective is intended to be hastened by a pattern of competency development through Corporate Universities that is both centralized and aligned with the field of ASN responsibilities in various Ministries/Institutions/BPSDM throughout the regions.

The integration of learning in the workplace (workplace learning) is a concept that can be applied in keeping with the times and aided by technological advancements. The application of workplace learning at the Ministry of Trade provides several benefits to stakeholders, including the following:

- The process of effectively and efficiently transferring knowledge, skills, and work attitudes without having to leave office assignments
- Knowledge construction and indexation through experiential learning
- Contribution to workplace problem-solving

These three qualities are envisaged to result from a paradigm shift in the Ministry of Trade's development of ASN competency.

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