WIDYAISWARA READINESS TO USE LEARNING TECHNOLOGY

Andry Sukarmen
Riau Province Human Resources Development Agency
andrysukarmen@gmail.com

ABSTRACT:

The formulation of the research problem : 1) how is Widyaiswara's readiness to use learning technology? 2) How is Widyaiswara's learning innovation using learning media with multimedia technology? This study uses a qualitative descriptive method. The researcher is the key instrument, the data grouping technique is triangulated, the data analysis is inductive, and the results of qualitative research emphasize real reality rather than reasoning.

The results show: to use Widyaiswara learning technology, it can be developed with Community learning or Community of Practice, discussions among Widyaiswaras in the context of the transfer of skills process. among Widyaiswara. To improve the specifications of learning technology owned by Widyaiswara, it is necessary to support the institution for facilities and infrastructure that are in accordance with learning technology standards. Widyaiswara is expected to have competency standards in using learning technology, to support this, various activities and activities are needed. In order to certify the training staff so that they can be recognized and guaranteed the learning implementation process that they carry out. Given the very varied pattern of recruitment of Widyaiswara at BPSDM Riau Province, it is necessary to build character as functional staff who have the main tasks and functions of Dikjartih, evaluation and development so that they are expected to be able to carry out personal branding or individual capacity building that can support motivation to be more advanced and professional.

KEYWORDS: learning, technology, innovation

INTRODUCTION:

The main task of Widyaiswara is to carry out Dikjartih, and in the learning process to act as a facilitator /lighter for training participants. Widyaiswara is not meant to be a teacher, so competence and knowledge are needed. Competency this has contributed to the performance of individual lecturer and organization. In organizations Widyaiswara as the spearhead and also as an asset success of a training. Widyaiswara will interact directly with training in the learning process, so that the lecturer is expected capable design of instructional quality and create a conducive learning environment. Absence of quality education and training process is highly dependent on learning innovations implemented by Widyaiswara in learning . Hamzah, H. (2017).

In 2020, portraits of Widyaiswara were obtained, including: 1) The number of Widyaiswara was 23 people, consisting of 20 men and 3 women ; 2) Based on rank, Widyaiswara with rank/group IV/a – IV/c as many as 16 people and rank/class IV/d – IV/e as many as 7 people ; 3) The Widyaiswara recruitment pattern is carried out through the Widyaiswara Candidate Education and Training pattern (Widyaiswara Candidate Training / Cawid) and the Inpassing Pattern from Structural Officials, this is indicated by the number of Widyaiswara from the Widyaiswara Candidate Training recruitment pattern as

many as 15 people (from structural officials as many as 9 people and 6 people have never served in the post), while recruitment pattern Inpassing 8 people , this means derived from the post of Senior lecturer many as 17 people ; 4) Based on the age, the lecturer over 50 years as many as 1 9 people and is considered to still use the standard features, while Widyaiswara aged less than 50 years as many as four people;

From Widyaiswara's portrait above, it becomes a determining factor for the success of the training performance at BPSDM Riau Province. To anticipate the existence of distance learning during the current Covid-19 pandemic which requires the use of information technology. In distance learning ought to be in line with the use of learning technology in order to produce lesson plans innovative, as well as the delivery of the learning process more interesting and enjoyable . During the implementation of distance learning, it is necessary to have infrastructure support , facilities and capacity building for Widyaiswara . Therefore Widyaiswara majority already aged 50 or over, then use laptops are still many who have not advanced and even they were not able to use the computer / laptop connected to the internet connection or web.

Widyaiswara is required to have various skills that support his duties in teaching. One of these skills is how a Widyaiswara can use learning media. Marjuni, A., & Harun, H. (2019). In the learning process must use the media, and the current media making learning more emphasis on the use of learning technology that uses multimedia technology to be more interactive, and innovative , resulting in the delivery of learning materials the trainees will be fun and not boring. Learning will be more interactive if the Widyaiswara is able to use learning technology by combining various media elements such as video, sound, animation, text, and images that are packaged in one container that is interactive, creative, and

fun, and the training participants will increase their learning motivation. Learning with interactive multimedia is delivered interactively and fun. Thus increasing students' learning motivation, and in the end there is an increase in the quality of learning. Kosasih, I. (2017).

The use of technology Multimedia se like an attempt to make learning more meaningful, and multimedia works as: 1) Supplement (Supplement) among learners have the freedom to choose whether to take advantage of electronic learning materials or not; 2) Complements, such as electronic learning materials, are programmed to complement the learning materials received by the training participants in the classroom; and 3) Substitution (Substitute) including as an alternative model of learning activities/lectures. Using multimedia technology to improve the application of learning technology in the learning process. A computer or laptop connected to the internet network is the main tool in producing learning plans or scenarios using technology , and those who play an important role are Widyaiswara who are able and proficient in using computers or laptops.

Widyaiswara's readiness to use learning technology in carrying out Dikjartih tasks in 2020 during the Coronavirus Disease (Covid-19) pandemic was very helpful in the learning process. Currently, learning is changing from classical learning to distance learning (Distance Learning) by utilizing information technology or available learning management applications. This Distance Learning process does not reduce the quality and achievement of learning objectives.

With the pattern of distance learning then from the data obtained that in the basic training process for CPNS, Supervisory Leadership Training and Administrator Leadership Training are carried out by blended

learning, so that all learning plans such as Modules, Teaching Materials, Broadcast Materials, Assignments to training participants are carried out using Google Classroom and posting them 3 (three) days before the implementation of learning, but because they are still not proficient at using computers/laptops connected to the internet network, the task of posting lesson plans to Google Classroom is not in accordance with the specified time. While face-to-face learning is done using the Zoom Meeting application , Widyaiswara is also still not used to using it. This condition shows that Widyaiswara is still not ready to use a computer/laptop, especially in using information technology-based learning technology that is connected to the internet network.

Judging from the readiness of the Widyaiswara BPSDM Riau Province to use learning technology in making plans or learning scenarios using multimedia technology connected to the internet network, it is influenced by several factors, namely: 1) Widyaiswara internal factors include: a) Motivation to develop such as attending training or training Trainer (ToT) , Training of Facilitator) and Workshop and discussion among Widyaiswara's friends; b) Age does not prevent students from learning, even though they are more than 50 years old, they still have the desire to learn; c) Sincere dedication as a national teacher. 2) External factors include: a) Infrastructure, namely infrastructure such as internet network or Wireless Fidelity (Wifi) and its supporting devices; b) Facilities, namely facilities such as computers/laptops, work desks and chairs, workspaces, study rooms, computer rooms and multimedia rooms; c) Capacity building of Widyaiswara, among others, increasing their ability to produce performance in the implementation of Dikjartih tasks such as participating in competency improvement training, discussions with fellow

Widyaiswara friends or Community of Practice (CoP) , and awards such as rewards from leaders; d) The existence of leadership policies that support the preparation of learning technology equipment.

BPSDM Riau Province has the task of carrying out education and training for civil servants in Riau Province, in order to carry out government tasks, development and quality public services. To develop the capacity of civil servants, the four pillars of education and training will be determined, namely : 1) Widyaiswara ; 2) Program; 3) Training that serves the participants ; and 4) infrastructure and facilities. These four pillars are an integral part that cannot be separated from the education system, and related to the implementation of education and training tasks, infrastructure and facilities are very much needed, but at BPSDM Riau Province it is still not fulfilled according to the standards desired by LAN RI.

From the description of Widyaiswara's readiness to use learning technology above, the researchers take related problems: 1) how is Widyaiswara's readiness to use learning technology? 2) How is Widyaiswara's learning innovation using learning media with multimedia technology ?

THEORETICAL FRAMEWORK:
Widyaiswara Readiness to Use Learning Technology:

In the Book of Education and Training System Innovation Modules, it is mentioned in the opinion of Michael Armstrong (2007) in the Education and Training System Innovation Course that human resources are " an organization's most valued assets–the people working there, who individually and collectively contribute to the achievement of its objectives" . With its position as an asset, of course, human resources are the capital of the organization. All expenditures to improve the competence of ASN

should be considered as an investment, which in turn will return abundant returns. Therefore, in human resource management, human resources are defined as a very valuable organizational asset in various literatures.

In the education system, it is expected that the training process will produce a good quality of education and training output, so that every education and training institution understands that the quality of the training process is largely determined by one of the criteria, namely Widyaiswara, who has substantial competence in addition to mastering adult learning methods (andragogy). For this reason, as a Widyaiswara, he must be ready to use learning technology. According to Slameto (2010:113), quoted from Mahardika, IMA, Tripalupi, LE, & Suwendra, IW (2019). Readiness is the overall condition of a person that makes him ready to respond in a certain way to a situation. These conditions include 3 aspects, namely the first physical, mental, and emotional conditions, second needs, motivations, and goals, and third knowledge and understanding. Solve the education problem by implementing educational innovations is a tough job and should be handled with careful planning. Ibrahim, (1988). In the end, educational innovation is in line with learning innovation which is currently important for Widyaiswara in innovating.

Widyaiswara's readiness to use learning technology is closely related to the development of Widyaiswara's capacity in carrying out tasks and work with his abilities, skills and abilities and expertise . This is an effort to improve the performance of the Widyaiswara to be more capable, skilled and clearly understand the tasks that must be carried out in accordance with his position as a Widyaiswara. The development of human resources for the apparatus is carried out to create an apparatus that has professionalism, namely an apparatus that has the characteristics: (1) A person who has certain scientific theoretical skills and expertise in accordance with the field of work to be involved; (2) Able to contribute knowledge and energy optimally for the smooth running of the workplace business; (3) Can encourage continuous productivity improvement; (4) Have the attitude to continuously improve and improve their expertise and skills; (5) Discipline and obey the rules of professionalism and the workplace; and (6) Have readiness to change or make adjustments to ongoing changes or even be able to create changes. Ginting, Y., & Daeli, SP (2012). Widyaiswara's readiness to use learning technology so that Widyaiswara can work productively and professionally and are ready to change or make adjustments to changes that are currently taking place. A productive Widyaiswara will make his learning media using multimedia technology with interesting and varied content. The use of E-learning media with multimedia-built content can improve student learning outcomes. Cucus, A., & Aprilinda, Y. (2016).

LEARNING TECHNOLOGIES:

In the current context of Dikjartih, it is necessary to follow the trend of learning using information technology. Access to communication during the learning process by delivering material with learning media using multimedia technology. The use of learning technology by Widyaiswara will have an impact on the Dikjartih aspect so that it indicates the number of new changes in the delivery of real and virtual training materials. Learning technology is one part of educational technology, based on the concept that learning is one part of education. Educational Technology is a learning process in general, while learning technology in a narrower or specific scope refers to a directed and monitored learning process. Rusydiyah, EF (2019).

It was said above, that humans are organizational assets and can make new changes, and their existence is very important. According to Purwanto, (2000) that innovation will never stop because humans want it, and as individuals, humans are always looking for new ideas, ways and objects that can fulfill their quality of life. With the idea and done in its own way, there is a change in spawning new objects, although the mention of the word innovation does not always have to be new on this earth.

In performance management, the launch of the innovation initiated by the widyaiswatra can be linked to the widyaiswara's own performance so that it becomes a performance contract between the leadership of the training institution and the widyaiswara. Thus, in the innovation launch event there is a performance contract signing event. Learning innovation by Widyaiswara is an important factor in the success of learning in Dikjartih, so in this study an analysis of learning innovation by Widyaiswara will be made in accordance with the theory presented above.

The linkages with Widyaiswara's readiness to use learning technology are:

First, the variation of learning using multimedia technology; With a variety of multimedia technology learning to overcome boredom and boredom by providing new experiences and motivation to be enthusiastic and play an active role. To overcome boredom and boredom of students in the teaching and learning process, Widyaiswara has a very big role. This combined learning is not only one kind of activity but can be done online, offline, listening to audio, video, reading own material to increase self-improvement abilities, collaborating, communicating with various applications such as Skype, E-Forum, messengers, email according to their choice. each student. Pujiasih, E. (2020). As for the varied and fun online learning, there are several activities, namely: 1) Online lecture/virtual learning; 2) Learning by using Google Classroom; 3) Cooperative Learning; 4) Learning with quizizz games; 5) Learning by producing meaningful and meaningful works/products; 6) Online assessment.

Second, the technique of presenting learning materials using innovative multimedia technology; In the teaching and learning process in the apparatus training program, the habit has been through classical activities, the atmosphere of which is still not conducive to a good learning atmosphere, or far from the teaching and learning process with a pleasant atmosphere and attracts students so that it can foster motivation and self-confidence. each student. This is where the importance of the method and manner of presentation of learning materials interesting and fun learners, and with the times now are already developing multimedia technologies, so as no longer to use it an old method or manner. Nurdyansyah, N. (2019). Training materials that are currently relevant include Widyaiswara who can and is able to make vlogging, video editing to share to the YouTube application. The results of research from Cucus, A., & Aprilinda, Y. (2016) have a positive and significant influence between the use of audio visual video learning media on learning outcomes in sub-theme 1 of my nation's cultural diversity. With the learning scenario using video by Widyaiswara, it becomes imperative to use a computer with multimedia technology.

Learning E-learning must be supported by equipment that is connected to the internet connection was a major factor in the implementation of learning, so that the education and training process is carried out using the system applications such as Learning Management System (LMS) or other systems. For this reason, the readiness of the Widyaiswara in learning innovation in the E-learning class is very important and preparation efforts can be made both by the Widyaiswara

himself and the Training Institute. Thus, the readiness of Widyaiswara who is supported by standard facilities and infrastructure, can ultimately increase the accreditation of the Riau Province BPSDM training and education and training outputs to be of high quality.

RESEARCH METHOD:

This study uses a qualitative descriptive method. According to Sugiyono (2008) descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions. Meanwhile, according to Sugiyono (2008) qualitative research method is a type of research that is based on reality, used in natural object conditions, and the researcher is the key instrument, the data grouping technique is done by triangulation (combined), the data analysis is inductive, and the results of qualitative research emphasizes real reality rather than reasoning.

From the explanation above, it can be concluded that descriptive qualitative research is a series of activities to obtain data that is as it is without being under certain conditions, the results of which emphasize meaning. The operational definition is carried out so that there is no misunderstanding in interpreting a concept related to this research. This research was conducted on Widyaiswara who are at BPSDM Riau Province, which will examine the readiness of Widyaiswara to use learning technology at BPSDM Riau Province. The purpose of Readiness here is closely related to the readiness of Widyaiswara to use learning technology in carrying out their main tasks, which are the same as their competencies.

Widyaiswara competency standards are the minimum abilities generally possessed by a widyaiswara in carrying out their duties, responsibilities and authorities to educate, teach, and/or train civil servants. For this reason, every Widyaiswara must have learning management competence, namely the ability

that Widyaiswara must have in planning, compiling, implementing and evaluating learning, including the ability to prepare RBPMD, RP, Teaching Materials, according to the substance of the subject with the development of multimedia technology, by applying learning techniques fun and interactive andragogy through fostering effective communication with students.

Furthermore, Widyaiswara is also required to innovate learning in order to create a pleasant situation and effective communication. Learning innovation is a finding or updating of learning techniques and methods that contain aspects of novelty and fun for students by using multimedia technology. For the implementation of learning innovations that are owned in accordance with Widyaiswara's readiness to use learning technology supported by the operationalization capabilities of multimedia technology aids.

RESEARCH RESULTS AND DISCUSSION:
Description of Research Results:
1. Widyaiswara Readiness to Use Learning Technology:

In the implementation of Dikjartih, Widyaiswara as educators must prepare themselves in developing their abilities in carrying out their duties and functions, including increasing their professionalism. This is applied and carried out with the hope that an educator is able to maintain, improve, and deepen their knowledge and skills to go through a quality learning process so that they can produce quality students as well. Rusydiyah, EF (2019).

With current technological developments, Widyaiswara BPSDM Riau Province must understand and know it. Technology develops from time to time, this development started from the industrial revolution in the 18th century with the discovery of the steam engine used for the production process of goods. This

period is often called the Industrial Revolution Era 1.0. Technology continues to develop, and enter the Industrial Age 2.0 in the 20th century, namely with the discovery of electric power. At first production using a steam engine was replaced with electric power, so that mass production could be carried out on conveyor belts.

Judging from the ability of the Riau Province BPSDM Widyaiswara in using information/digital technology at this time, it can describe the output results of completing their tasks. From 23 Widyaiswaras, data obtained through field observations, that as many as 3 people (13.04%) were proficient in using computers/laptops, 17 people (73.92%) could use computers/laptops with standard features, and 3 people (13.04 %) can't use a computer/laptop.

To find out the productivity of Widyaiswara's work above, 3 people who are already proficient in using computers/laptops will produce interesting learning variations with innovation. For example, can already deliver materials that draw, create and edit videos and publish its own, delivering factual material and update the in- browsing of internet connected by wifi and use of audio-visual and Video Confrence. For this reason, it can be said that this Widyaiswara can be categorized as being able to use a computer/laptop that is connected to IT online so that it can produce creative/unique and innovative learning.

The learning process expected by education practitioners, education and training institutions and training participants is active, innovative and fun learning, for that in this study the results of the research can be described, among others:

First, planning; In preparing learning plans, there are still Widyaiswara BPSDM Riau Province who have not compiled it with varied methods, and have not yet submitted it to the Organizer in an orderly manner. From the existing reality, that on June 17, 2020 the number of Widyaiswara who had submitted Teaching Preparation Materials that had been uploaded to the GCR and submitted their Codes were only 3 people, and as many as 17 people had submitted Teaching Preparation Materials but they were not complete, and 3 people who have not submitted Teaching Preparation Materials along with their GCR Code . Due to the low ability to use the GCR application. Besides that, the lack of awareness and communication among Widyaiswara in improving competence, especially knowledge sharing to increase competence. This is due to the paradigm of shyness in asking questions, because it undermines Widyaiswara's personal ability.

Second, the implementation of teaching and learning interactions. Most of the Widyaiswara BPSDM Riau Province have carried out active and fun teaching and learning interactions so that the training participants are happy, and not boring. This is because most of the Widyaiswaras apply adult learning methods (andragogy), and use patterns of brainstorming , discussion, question and answer and case resolution. In the teaching and learning process, the learning interaction between the Widyaiswara and the training participants should communicate well with each other, meaning that in supporting the learning objectives, it is carried out by mutual interaction so that there is a friendly atmosphere, not monotonous and fun for the training participants. In general, Widyaiswara carries out the learning process in class with the methods of discussion, question and answer, brainstorming and case solving. The learning process with a learning interaction pattern is important and mutually take action in the teaching and learning process so that there is a close relationship between students and Widyaiswara to achieve a goal. The interaction itself must have a change in the behavior of the training participants as a result of learning. This

is the ideal interaction process that must be carried out in carrying out the duties as a Widyaiswara.

To achieve this goal, learning media is needed using multimedia technology that can be used to facilitate the interaction process. Because Widyaiswara carries out the Dikjartih task, the learning media used are the platforms available on information technology, namely Mentimeter, Google Jamboard , Roullette , Kahoot and Quizizz . From the description above, it can be concluded that the implementation of the Widyaiswara Teaching and Learning Interaction has been carried out actively using brainstorming , discussion, question and answer and case resolution patterns , so that the training participants are happy and not boring.

Third, the assessment of participants' learning achievement ; Widyaiswara at BPSDM Riau Province has provided an assessment of learning achievement to training participants. This can be seen that the learning achievement assessment of the training participants has been carried out well, with the demonstration of learning outcomes from evidence of the existence of a certificate for training participants. Evaluation of the education and training participants at a time determined separately by the education and training organizer to find out the final score in determining their graduation. Widyaiswara has conducted a manual assessment of learning achievement for training participants to determine their graduation, but only 2 (two) Widyaiswaras use learning assessments using web -based information technology such as Quizizz and Kahoot applications , so that learning outcomes are more innovative and the learning media is very varied and participants Education and training become enthusiastic and not boring to follow the Education and Training. On the other hand, most of the Widyaiswaras have not used learning assessments using web - based information technology such as Quizizz

and Kahoot applications . The use of technology-based learning web in the assessment of learning in the context of technology-based learning using multimedia technology have not all done it, because it has not understand the application of learning assessment using information technology-based web- like applications Quizizz and Kahoot . This is because the ability to use a computer/laptop is still standard.

Fourth, the implementation of the follow-up on the results of the assessment ; In the implementation of the follow-up to the assessment results for Widyaiswara, most of the Widyaiswaras have made changes and improvements in learning patterns. This is obtained from the learning outcomes of the training participants who are getting better day by day. Learning outcomes are very much needed by education and training institutions for learning evaluation tools, and evaluations related to the three elements of education and training, namely participants, Widyaiswara and organizers. Specifically, the follow-up of the assessment results to Widyaiswara will provide information about the portrait of Widyaiswara in carrying out tasks in the learning process according to his knowledge and understanding in the context of the learning material. From the teacher's side, the act of teaching is at the end of the process of evaluating learning outcomes, while on the student side, learning outcomes are the end of the cut and the peak of the learning process. Learning outcomes can be improved through conscious efforts that are carried out systematically leading to positive changes which are then called the learning process. The end of the learning process is obtained from the interaction of act of learning and act of teaching. Rahayu, E., Susanto, H., & Yulianti, D. (2011).

Fifth, position and work before becoming a lecturer; In carrying out the duties of Dikjartih, generally Widyaiswara who have experience in the position and the length of service before

becoming Widyaiswara will have an influence on the smooth implementation of Dikjartih duties. This can be seen when teaching in class is very quick to provide solutions in solving a problem in the implementation of the tasks of the training participants.

Widyaiswara's position experience factor was conveyed by a member of the Quality Assurance Committee at BPSDM Riau Province, while the results of the interview are as follows:

"For example, teaching about public services, right, he sees what public services in Riau are like, recorded by yourself, later comments will be given, so a case study in his own area, right, so it's contextual, right? in its own place, see how it looks, what it looks like".

From the description above, it can be concluded that the experience of the position and the length of the work period before becoming a Widyaiswara, and will improve his abilities in carrying out the duties of Dikjartih, because they have experience in positions and are more mature, so that in carrying out learning by question and answer methods, discussions, brainstorming and case discussions will be more favored by the training participants.

Sixth, coordination/discussion among Widyaiswara ; Widyaiswara at BPSDM Riau Province carries out coordination/discussions that have not been regularly scheduled and the intensity is still low. This can be seen by the lack of invitations to meetings or meetings held by the Widyaiswara Coordinator. Judging from these facts, the coordination and discussion for Widyaiswara becomes a vehicle for exchange of opinions and sharing knowledge with the aim of increasing self-confidence in carrying out the duties of Dikjartih. Under these conditions, coordination becomes easier to do. Mutual trust, mutual understanding, the process of sharing expertise, and sharing ways and meanings in work interactions are the driving factors for the flow of coordination. Juliawati, N. (2012). Frame coordination / discussions will provide positive benefits for capabilities. However, this coordination/discussion should have been carried out by the Widyaiswara Coordinator as the facilitator for Widyaiswara's needs, but this is rarely done. Even though there are plans for meetings or meetings, most of the Widyaiswara are unable to attend. From the author's experience as a Widyaiswara from October 15 2018, that the new Widyaiswara Management (December 2020 to 2023) until November 2019 very rarely invites Widyaiswara to discuss. In fact, there is almost no coordination/discussion among Widyaiswaras, especially since March 2020 the Covid-19 pandemic has emerged in Indonesia, and the Riau Province BPSDM has implemented a policy of working at home (Work from Home/WFH) and for employees and Widyaiswara who are 55 years old. upwards then automatically WFH . While the implementation of the education and training is carried out by distance learning /virtual.

Seventh, motivation to develop; Widyaiswara BPSDM Riau Province there are still a small number of Widyaiswara who are still not motivated to increase their capacity as a Widyaiswara. This is due to the age factor that will enter retirement and the weak ability to operate computers based on multimedia technology. However, there are also Widyaiswara who have the motivation to carry out the duties of Dikjartih. Someone who has high work motivation makes them enthusiastic in completing their tasks and work. Rizkie, N., Ani, HM, & Hartanto, W. (2019). Data and information were obtained from secondary data search results from the Riau Province BPSDM Secretariat, and the researcher made direct observations during the e-learning PKA/PKP Workshop in March 2020 and when assigned to each Widyaiswara who received a teaching schedule at LATSAR CPNS to make a Class Code in the Google Classroom (GCR) application that

most of the Widyaiswara are unable to do according to the deadline determined by the Head of BPSDM Riau Province.

Eighth, awards from the organizers ; Widyaiswara BPSDM Riau Province generally has not received an award from the education and training organizers. This is because the award program has not yet entered for the Widyaiswara profession, which is given only to medical professionals in public services and outstanding civil servants whose program is managed by the Riau Province BKD. The form of awards given by the Riau Province BPSDM at this time is still in the form of non-material, but the awarding of material and meaningful awards cannot be carried out because there are no programs and activities to award Widyaiswara.

From the description above, it can be concluded that the Riau Province BPSDM Widyaiswara generally has not received an award from the education and training organizers,and in general Widyaiswara wants to get an award/ reward from the Riau Provincial Government.

LEARNING TECHNOLOGIES:

1. Variations of learning using multimedia technology:

From the observation, that when teaching in class, Widyaiswara mostly uses media and teaching materials with variations and standard features. The use of existing learning facilities in the classroom such as markers, flipcharts and blackboards has been used a little. In the future, Widyaiswara should be able to use various media and teaching materials with attractive slide shows using attractive ppt templates such as animation templates, infographics , video animation and using whiteboard animation supported by the use of application-based multimedia technology to facilitate the learning process so that it will be able to arouse and increase passion, the spirit of students so as not

to get bored, which in turn can increase the interest in learning of the training participants. This is one of the functions and benefits of using learning media, so that Widyaiswara more often includes references obtained from the internet as material for improving the material being taught through slides.

2. Innovative material presentation techniques using multimedia technology:

From the observations made, in classical learning, the majority of Widyaiswaras use the Brainstorming method to the training participants, as well as when virtual learning using Zoom Cloud Meeting (ZCR) is only limited to exploring the thoughts of the training participants. Therefore, the use of application-based multimedia technology is often used with the Brainstorming method , question and answer and case solving using many learning support applications in accordance with the specifications of the knowledge discussed and at the same time being practiced for the training participants.

Widyaiswara should be able to present innovative material using web -based multimedia technology that is connected to a wifi network in each lesson, because Wifi network facilities are available in the classroom. The multimedia technology used at the time by Widyaiswara BPSDM Riau Province in distance learning (distance learning) is the Zoom Cloud Meeting (ZCR) application that functions as a video conference. The form of innovation carried out by Widyaiswara in presenting learning using multimedia technology, especially when conducting video conferences using the ZCR application .

Widyaiswara at BPSDM Riau Province still does not use learning technology much by using computer devices connected to the internet network in order to produce interesting and varied learning. That is learning innovation, and hope that in the future, with Widyaiswara's

readiness to be able to improve his ability to use multimedia-based computer devices, later he will be able and able to make vlogging, video editing to share to the youtube application, so that the learning media will be interesting, varied and innovative. This is where the need for Widyaiswara's readiness to use multimedia technology in order to be able to produce fun learning techniques/methods for training participants so as to increase their learning motivation.

To find out that Widyaiswara is not yet proficient in using a web -based computer/laptop , the Riau Province BPSDM support is needed in facilitating the improvement of the ability to use a web -based computer/laptop by providing a budget through activities to increase the competence of the apparatus by sending it to Training/Workshop/Bintek. In particular, it is necessary to study in groups with the Learning Community (LC)/Community of Practices (CoP) pattern in a non-classical form which is considered effective and efficient so as to create intensive interaction between Widyaiswara to learn and collaborate together and share knowledge (knowledge sharing). This includes gathering frequently to discuss and solve problems in the hope of bringing up ideas and innovations in discussions or forms of collaboration accompanied by good communication, which in turn can increase the knowledge of Widyaiswara's competence.

KEY STRATEGY:
1. Community Practices /Networking:
Widyaiswara is required to be able to carry out effective learning to make training participants able to learn easily, fun and achieve learning objectives as expected. With the implementation of effective learning, meaningful learning will be produced starting with Widyaiswara being able to spark ideas in the process of preparing teaching preparation

materials that produce the PAIKEM learning method. To obtain the learning system, it is necessary to develop a learning system development method that is in accordance with the needs of the training participants. In managing Widyaiswara readiness using learning technology at BPSDM Riau Province, it can run with the aim of being able to realize effective learning, and considering the limited intensity of discussion among Widyaiswaras, so that the implementation of discussion forums to increase knowledge, skills and transfer experience in solving a problem/obstacle . This discussion forum is one of the Learning Community / Community Practices/Networking methods to be able to talk to each other, express opinions/ideas and share experiences with fellow Widyaiswara.

The implementation can be done at any time according to mutual agreement, open, relaxed, informal so that it will be more effective to be carried out only limited to fellow Widyaiswara (3-5 people). Each meeting is carried out by supporting each other and giving each other as well as finding solutions to the problems of group members. In the end, it produces ideas and ideas in problem solving with solutions that are discussed together, so that it can increase Widyaiswara's knowledge/skills, especially in applying learning methods in accordance with the objectives of the Training.

From the description above, one solution to improve Widyaiswara's readiness to use learning technology at BPSDM Riau Province is the Learning Community / Community Practices/Networking or often referred to as the L- earning Community (learning community).

2. Coaching Clinic:
Widyaiswara at BPSDM Riau Province has various kinds of problems that must be resolved regarding his field of work. This training task includes various aspects, so that it

is not necessarily a Widyaiswara who can solve his task problems, for that it is necessary to provide assistance with colleagues who have competence in mentoring. One of the guidance to improve Widyaiswara's performance is Coaching . As a coach will help the coachee through self-discovery . Coach will try to empower Coachee , so Coach will try to explore as deep as possible Coachee's potential through " powerful questions " so Coachee will find their own potential and empower themselves to develop themselves.

This coaching involves a partnership relationship between individuals and other individuals through a creative process aimed at maximizing their personal and professional potential. So Coaching is about individuals learning from themselves, and the function of the Coach is only to facilitate and is not allowed to give advice to the coachee . Furthermore, the Coach does not need to master certain skills. Coaching is very well carried out among Widyaiswara BPSDM Riau Province , because it has a facilitation function and at the same time to empower and maximize efforts to increase Widyaiswara's Ability in Learning Innovation Towards the Industrial Revolution Era 4.0 at BPSDM Riau Province .

From the description above, Coaching is in line with the Annex to LAN Regulation No. 10 of 2018 concerning Civil Servant Competency Development, explains the form and path of competency development through Non-Classical Training, namely Coaching, with a description of Guidance to improve performance through the provision of problem-solving skills by optimizing self-potential. The basic considerations are: 1) Small performance gap due to lack of motivation or saturation 2) Career development needs. Furthermore, the expected results are new knowledge and/or skills that can generate new motivation/ideas in completing work or achieving career development. Judging from the implementation

of coaching and empowerment in order to increase knowledge and skills for all civil servants, the existence of Coaching is very necessary, and this is also in line with Mentoring . As forexplanations related to Coaching and Mentoring into a single unit which are simultaneously described by the Instructor/Teacher.

The implementation of Coaching can be developed in all institutions, including in BPSDM Riau Province, for that it is necessary to form an organization, namely the Coaching Clinic which is a forum for ASN guidance to improve competence. For the development of these competencies, and further optimizing the role of the Riau Province BPSDM, especially in increasing the Widyaiswara's Ability in Learning Innovation Towards the Industrial Revolution Era 4.0, one of the desired solutions is the establishment of a Coaching Clinic.

3. Mentoring:

The form and path of competency development through Non-Classical Training is Mentoring, with a description of Guidance to improve performance through the transfer of knowledge, experience and skills from people who are more experienced in the same field. Furthermore, the expected results are new knowledge and/or skills that can produce technical knowledge and new experience references in completing work.

The implementation of Mentoring can be developed in all institutions, including in BPSDM Riau Province, for that it is necessary to empower PNS/Widyaiswara who have experience to conduct Mentoring to PNS/Widyaiswara who requires an increase in knowledge and skills in order to meet competence.

4. Optimizing the Innovation Laboratory:

The implementation of the training program at BPSDM Riau Province has been well

implemented. This can be seen from the performance appraisal from time to time increasing due to the support of organizational assets, namely Infrastructure and Facilities, Education and Training Organizers and Widyaiswara. Furthermore, to further stimulate this performance improvement, the idea of updating the Education and Training Providers and Widyaiswara is always a must in the midst of the development of science and information technology. Renewal thinking, which is also called innovative thinking, must essentially be directed at efforts to improve the quality of education and training.

According to some of the opinions that have been conveyed above, it can be concluded that innovation (innovation) is the discovery of new ideas, ideas, tools, goods, and others to solve a problem or achieve certain goals. For this reason, it is important for BPSDM Riau Province to have education and training innovations. Judging from the running of the Riau Province BPSDM Innovation Laboratory Working Group so far, it is necessary to optimize it by carrying out activities in accordance with the objectives of regional innovation.

Optimizing this Innovation Laboratory can be done in several stages, including:1) Drum Up is the first stage to inspire and inspire the spirit of innovation. Drum Up always prioritizes co-responsibility (shared responsibility) followed by a willingness to innovate. This initial stage is very important in determining the success of the innovation laboratory management. The level of willingness and motivation to innovate in each person and or organization is very different. For this reason, drum up is needed to build collective awareness to innovate. Without collective awareness, innovative ideas that are technically sound and have far-reaching benefits are meaningless. In the end, the idea was only stated in the plan without being implemented properly, because the collective consciousness had not yet emerged to

implement it seriously. The drum up aims to inspire and develop the innovation spirit of prospective innovators, both individually and collectively. 2) Diagnosis is the second stage to identify and find innovation ideas. Diagnosis requires co-thinking (think together) spawned innovative ideas. Diagnosis is the process of facilitating prospective innovators to come up with their innovative ideas. At this diagnostic stage, there are two ways that can be taken to help innovation champions bring out their potential in generating innovation ideas, namely problem-based and non-problem-based (using creative thinking techniques or templates). Diagnosis aims to facilitate innovation champions to find innovation ideas, namely ideas that contain elements of novelty. Furthermore, by prospective innovators, this innovation idea is believed to be able to improve organizational performance. 3) Design is the third stage to design an innovation design/prototype in more detail and is ready to be implemented. This design is also technical in nature, namely how to put innovation ideas into a detailed action plan design. Therefore, innovation design is very important because it will detail the steps to realize the innovation ideas that have been obtained. Design aims to produce plans innovation action, including stakeholder mapping and communication strategy if needed. 4) Deliver is the fourth stage, namely implementing, monitoring, and evaluating the implementation of innovation. This Deliver begins with the launch or the launch of the implementation of the innovation. The form of activities can be formal, ceremonial, but can also be informal. For certain agencies, the launch of this innovation may be linked to the performance of the prospective innovator so that it can become a performance contract between the top leadership and the prospective innovator. Thus, an innovation launch event can be a performance contract signing event. This Deliver also needs to monitor the

implementation of each step/activity. The main objective of this monitoring activity is to ensure that innovators remain disciplined in carrying out the planned steps. Deliver aims to implement innovation in accordance with the designed action plan. 5) Display is the stage of conducting festivals and promoting innovation; Display to announce to stakeholders including the public, an innovator needs to report innovation activities that have been carried out. This activity is called Display and is a form of accountability of innovators to the public. In addition, Display activities are intended as a show off event , blow your own trumpet , an announcement to the outside world that you as an innovator have done something for the public interest. This activity also showcases the results of innovation when the innovation has been completed. Display activities can be carried out in various forms of activities such as exhibitions, festivals, and seminars.

CONCLUSION:

To use Widyaiswara learning technology, it can be developed with Community learning (LC) or Community of Practice (CoP) , discussions among Widyaiswaras in the context of the transfer of skills between Widyaiswaras. To improve the specifications of learning technology owned by Widyaiswara, it is necessary to support the institution for facilities and infrastructure that are in accordance with learning technology standards. Widyaiswara is expected to have competency standards in using learning technology, to support this, various activities and activities are needed. In order to certify the training staff so that they can be recognized and guaranteed the learning implementation process that they carry out. Given the very varied pattern of recruitment of Widyaiswara at BPSDM Riau Province, it is necessary to build character as functional staff who have the main tasks and functions of Dikjartih, evaluation and

development so that they are expected to be able to carry out personal branding or individual capacity building that can support motivation to be more advanced and professional.

In organizing the learning process, not all Widyaiswara have creativity and innovation in developing learning technology, where Widyaiswara BPSDM Prov. Riau has not been able to design and design a varied and innovative learning process, both in terms of exposure, learning illustrations and in terms of developing learning technology applications that develop in accordance with the development of information technology.

In carrying out Dikjartih, a process is needed that begins with the preparation of learning which must be able to design and design varied and innovative learning in accordance with the competencies desired by the curriculum. Besides that, in the learning process, interesting techniques and learning methods are needed according to the characteristics of the trainees. Considering the very varied backgrounds of Widyaiswara, to improve the quality of learning carried out by Widyaiswara, it is necessary to develop the basic competencies of Widyaiswara in accordance with applicable regulations. In following the development of information technology, it is in line with the development of Widyaiswara's competence in developing learning applications which are held through various activities, both classical and non-classical.

RECOMMENDATION:

First, in developing the competence of Widyaiswara using learning technology in the implementation of the training, it is expected that there will be policy support from the Indonesian State Administration Agency in the form of facilitation of increasing competency development and direct support for activities

sourced from the APBN; second, accelerating the development of Widyaiswara's competence in learning as well as the preparation of facilities and infrastructure to support the development of learning using information technology; third, as a teacher, the Widyaiswara nation has a great responsibility to increase self-capacity through various opportunities that exist both in the region and at the center by participating in activities in developing character as a functional person who always carries out personal branding and is open to accepting the times.

REFERENCES:

1) Cucus, A., & Aprilinda, Y. (2016). Development of Multimedia-Based E-Learning for Effective Distance Learning. Explore: Journal of Information systems and telematics (Telecommunication, Multimedia and Informatics), 7(2).

2) Lase, D. (2019). Education and industrial revolution 4.0. Journal of Handayani PGSD FIP UNIMED , 10 (1), 48-62.

3) Dr. Endang Mulyatiningsih, (2010). Active, Creative, Innovative, Effective and Fun Learning (PAIKEM), Depok – West Java, Directorate General of Quality Improvement for Educators and Education Personnel;

4) Ginting, Y., & Daeli, SP (2012). Capacity Development of Local Government Apparatus in the Era of Autonomy (Case Study: Regional Government of Samosir Regency). Journal of Bina Praja: Journal of Home Affairs Governance , 4 (2), 105-116.

5) Hamzah, H. (2017). Widyaiswara Competence and Education and Training Quality. LEARNERS: Journal of Education, Teacher Training, and Learning, 1(2), 111-118.

6) Ibrahim, M.Sc. (1988). Education Innovation, Jakarta, Ministry of Education and Culture.

7) Ismaniati, C. (2010). The use of information and communication technology in improving the quality of learning. Yogyakarta: Yogyakarta State University , 16

8) Juliawati, N. (2012). Coordination and Coordination Efforts in Organizations: A Study Framework. Journal of Business Administration, 8(2).

9) Karim, T. (2020). Widyaiswara Competency Development Amid the 2019 Corona Virus Pandemic. Journal of Widyaiswaraan , 5 (2), 2-11.

10) Kosasih, I. (2017). Development of Interactive Multimedia-Based Learning in Improving the Quality of Learning. ISLAMIC SAINTIFIKA: Journal of Islamic Studies, 2(01), 43-52.

11) State Administration Agency. (2015). Guidelines for the Implementation of the State Administration Innovation Laboratory . Jakarta, State Administration Agency;

12) State Administration Agency. (2016). High Level Tiered Entrepreneurship Training Module , Education and Training System Innovation . Jakarta: State Administration Agency;

13) Mahardika, IMA, Tripalupi, LE, & Suwendra, IW (2019). Factors Affecting Readiness to Become a Teacher in Students of the Department of Economics Education Class of 2014 Ganesha University of Education. Undiksha Journal of Economic Education , 11 (1), 160-271.

14) Marjuni, A., & Harun, H. (2019). The Use of Online Multimedia in Learning. Idaarah: Journal of Educational Management, 3(2), 194-204.

15) Muchsin, M. (2016). Learning Community Development Model in English Learning to Improve Student Achievement. Ijtimaiyya: Journal of Islamic Community Development , 9 (1), 71-92.

16) Muhson, A. (2010). Development of information technology-based learning media. Indonesian Journal of Accounting Education , 8 (2).

17) Pujiasih, E. (2020). Building a golden generation with variations of online learning during the covid-19 pandemic. Ideguru: Journal of Teacher Scientific Work, 5(1), 42-48.

18) Purwanto, (2000). Diffusion of Innovation, STIE-LAN.

19) Rahayu, E., Susanto, H., & Yulianti, D. (2011). Learning science with a process skills approach to improve student learning outcomes and creative thinking skills. Indonesian Journal of Physical Education , 7 (2).

20) Rusydiyah, EF (2019). Learning Technology Learning Implementation Era 4.0.

21) Rizkie, N., Ani, HM, & Hartanto, W. (2019). The Effect of Work Motivation and Work Experience on Labor Productivity of Brass Craftsmen in Tapen District, Bondowoso Regency. JOURNAL OF ECONOMIC EDUCATION: Scientific Journal of Education, Economics and Social Sciences, 13(1), 42-49.

22) Riau Province Regional Secretariat, (2015), Riau Province Regional Regulation Number 6 of 2015 concerning Information Technology-Based Government Systems and Information Openness , Pekanbaru, Riau Provincial Government;

23) Suciati, S. (2018). Development of innovative creativity through digital learning. Journal of Education , 19 (2), 145-154.

24) Sugiyono, (2008), Educational Research Methods (Quantitative, Qualitative, and R&D Approaches) , Bandung, Alfabeta.

25) Surasmi, WA (2016). Utilization of Multimedia to Support the Quality of Learning. National Scientific Meeting of Teachers (TING) VIII, November 593-607.

26) Widhiastana, ND, Wardana, M., & Sudibya, IGA (2017). Effect of Work Environment and Rewards on Employee Creativity and Performance at Ganesha University of Education. E-Journal of Economics and Business Udayana University, 6 (1), 223-250.