

Research Article

Implementation of the Experiential Learning Model in the Training of Civil Servants of BerAKHLAK: Study at the Ministry of Transportation and the National Research and Innovation Agency

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Abstract.

As a public servant, ASN (Aparatur Sipil Negara/State Civil Apparatus) is required to have good attitudes and morals to serve the community, therefore, character building training is needed. One of the training techniques is Experiential Learning (EL). This approach is considered to be the most relevant to the process of implementing training in the context of shaping the ASN's character because it emphasizes learning through doing the material being taught and can address non-technical learning objectives like enhancing trainees' soft skills (social skills). This journal compares how the experiential learning approach is used in two government agencies; the Ministry of Transportation and the National Research and Innovation Agency. This comparison is based on aspects of Experiential Learning according to Kurt Lewin (1946) and Core Values of ASN BerAKHLAK. This research uses a descriptive qualitative approach through literature studies based on journals, books, and studies of laws and regulations and other data. The result of the research is that the Ministry of Transportation and BRIN have been able to implement the EL concept in character building training but in different ways. Kemenhub focuses on the concept of outdoor training by increasing activities in the form of games, the training material provided is broader in scope and informal in nature. Meanwhile, BRIN focuses on the method of interviewing the community regarding the understanding of nationalism values and then making a video of the interview results considering the learning material of the training is related to nationalism and is also formal.

Keywords: ASN, experiential learning, BerAKHLAK

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1. INTRODUCTION

As the driving force of an organization, Human Resources (HR) plays a very important role in achieving success within an organization. State Civil Apparatus (*Aparat Sipil Negara*, ASN) are the human resources present in governmental institutions, as every Civil Servant (*Pegawai Negeri Sipil*, PNS) in Indonesia is entitled to personal development [1]. There are two forms of personal development for PNS, which can be in the form of formal education and training that can be classical or non-classical. The training and education undertaken by PNS employees begin when the employee has successfully passed the CPNS (PNS Candidate) test and has been appointed as a CPNS employee. Each CPNS is required to undergo a one-year incubation (trial) period to develop the expected character as a PNS. In this regard, ASN is also expected to be able to implement Core Values ASN BerAKHLAK means Service-oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative[2].

One form of implementing the development of civil servant leadership is ASN Talent Academy (State Civil Apparatus Talent Academy). Based on [3], it explains that the ASN Talent Academy is a training program for competency development to shape leadership qualities through the development of managerial and technical competencies. Hard skill and soft skill through a learning method that is divided into 3; namely blended learning participation, and Experiential Learning (EL). The LAN regulation was the first to mention the EL method in ASN training, specifically in article 4 paragraph 6. Thus, in this research, the main focus of the education and training method for ASN is experiential learning.

Learning through experience or Experiential Learning is a structured experience that simulates or approaches the original conditions of what will be learned, this learning can be applied based on actual work conditions or real life, for example working on a project. In the context of Education and Training (*diklat*), EL method is used as one of the learning models that can be implemented with various methods such as corporate internships, benchmarking, assignments, and classical learning according to needs. EL is not only about practice to learn how to complete technical work, but EL learning method can also extend to non-technical learning such as improvement the participants' soft skills. Moreover, experience-based activities can be utilized to hone and learn cognitive skill (understanding information/concept) behavioral (developing skills or behavior and attitudes), and affective (research beliefs). For example, an effective way to help training participants understand difficult processes is to "take action directly." Sometimes, no matter how clear an explanation is or how descriptive the visual examples provided,

some other procedures are not so easy to understand. Therefore, EL method is suitable for implementation in training activities and character development. In this case, the character formation of ASN refers to Core Values BerAKHLAK.

EL training at the Ministry of Transportation is carried out at the Transportation Human Resources Character Development Training Center (BP3KSDMT) Pasir Jambu Bandung [4] implemented outdoor base learning (outdoor learning/nature) and simulation methods such as problem-solving games and team building games. In addition to these methods, the EL training method used also incorporates materials presented in class. There are four stages of EL learning implementation, including; 1) the concrete experience stage; 2) the reflective observation stage; 3) the conceptualization or abstract thinking stage, and; 4) the application or active experience stage, with the aim of narrating and exploring participants' experiences in training (Education and Training). The Ministry of Transportation has been able to implement Experiential Learning well. This is evidenced by the results of the EL method where the training participants became more active, creative, independent, and accountable, and in accordance with the 4 basic skills instilled in the BP3KSDMT training, namely the ability to manage oneself, the ability to manage relationships with others, the ability to manage relationships with organizations, and the ability to manage relationships with God Almighty.

Meanwhile, in 2017, the National Research and Innovation Agency conducted Basic Training (*Latihan Dasar*, Latsar) at the Serpong Diklat Center (Pusdiklat) with participants from the CPNS Group III, Batch II and Batch III (40 participants), and at the Central Java Province's Regional HR Development Agency (*Badan Pengembangan Sumber Daya Manusia Daerah*, BPSDMD) with participants from the CPNS Batch VII and Batch IX (38 participants). Research was conducted using an experiential approach with interview methods to determine the level of understanding of the subject of nationalism among the participants of the CPNS Group III Latsar [5]. The participants were given various tasks; for Batches III and IX, they were assigned to interview the surrounding community and create a video with the aim of understanding the innovation and creativity of the Latsar participants. The results of this research indicate a change in Latsar participants' mindset in understanding the principles of nationalism are influenced by the positive responses from the community as respondents interviewed regarding nationalism by the basic training participants. Thus, the Serpong Training Center and the Central Java Province BPSDMD successfully implemented experiential learning. It is hoped that the participants of the basic training who have experienced learning through an experiential

approach can practice the values. Based on the description above, the researchers are interested in conducting a study that discusses about the implementation of Experiential Learning (EL) method in ASN's character development training at the Ministry of Transportation and at the National Research and Innovation Agency, and its comparison.

2. LITERATURE STUDY

2.1. Civil Service Apparatus (ASN)

The definition of Civil Service Apparatus (*Aparat Sipil Negara*, ASN) according to [1] is a profession for civil servants and government employees with work agreements who work in government agencies.

According to [1], ASN is divided into two, namely State Civil Servant (*Pegawai Negeri Sipil*, PNS) and Contract Government Officers (*Pegawai Pemerintah dengan Perjanjian Kerja*, PPPK). PNS is a citizen who meets certain requirements, appointed as a permanent ASN employee by the staffing authority to hold a government position. Meanwhile, PPPK is a citizen who meets certain requirements, appointed based on a work agreement for a specified period to carry out government duties and/or hold a government position.

2.2. ASN BerAKHLAK Core Values

Civil servants maintain a strong commitment to the ideology of Pancasila, the 1945 Constitution of the Republic of Indonesia, and loyalty to the unitary state of the Republic of Indonesia and the legitimate government. Therefore, civil servants implement the core values of civil servants which consist of service-oriented, accountable, competent, harmonious, loyal, adaptive, and collaborative. Furthermore, in [2], it is explained that the core values of civil servants can be referred to as ASN BerAKHLAK Core Values, where these core values serve as the foundation for strengthening work culture in government agencies to support the achievement of individual performance and organizational or agency goals.

Here is the explanation of each ASN BerAKHLAK Core Values:

- 1) Service-oriented, the commitment to provide excellent service for the satisfaction of the community.

- 2) Accountable, which means responsible for the trust that has been given
- 3) Competent, means continuously learning and developing capabilities
- 4) Harmonious, to respect and care for differences.
- 5) Loyal, which means dedicated and prioritizing the interests of the Nation and State
- 6) Adaptive, which means continuously innovating and being enthusiastic in driving and facing change.
- 7) Collaborative, which means building synergistic cooperation.

2.3. Basic Training (Latsar) for Civil Servant Candidates (CPNS)

According to LAN Regulation Number 1 of 2021 [6], it is education and training during the pre-service period that is conducted integratively to build moral integrity, honesty, spirit and motivation of nationalism and nationality, superior and responsible personality character, and to strengthen professionalism and field competence.

Muhammad Yamin (2021) in [7], Basic Training for Civil Servants Candidates or Latsar is a requirement for civil servant candidates (CPNS) to be upgraded to civil servants (PNS). The Latsar CPNS is carried out to provide knowledge about national insight, the personality and ethics of civil servants, basic knowledge about the system of state government administration, the areas of responsibility, and organizational culture so that they can carry out their duties and roles as public service providers.

2.4. Experiential Learning (EL)

David A. Kolb (1984) laid the conceptual foundation based on three learning models proposed by Kurt Lewin, John Dewey, and Jean Piaget. These three learning models illustrate that the learning process begins with direct concrete experiences with the subject being studied. According to David A. Kolb in [8], it explains that Experiential Learning has six characteristics:

- 1) Learning is a holistic process, not just a result of cognition.
- 2) Learning is a continuous or repetitive process based on experience.
- 3) The best learning is understood as a process and not related to the results obtained.

- 4) Learning involves the relationship between humans and the environment.
- 5) Learning is the process of creating knowledge that is obtained as a result of the relationship between personal knowledge and social knowledge.
- 6) Learning requires the resolution of a number of conflicts between various dialectically opposing styles of adaptation to the world.

David A. Kolb grounding the concept that it manages from Kurt Lewin's method (1946) namely:

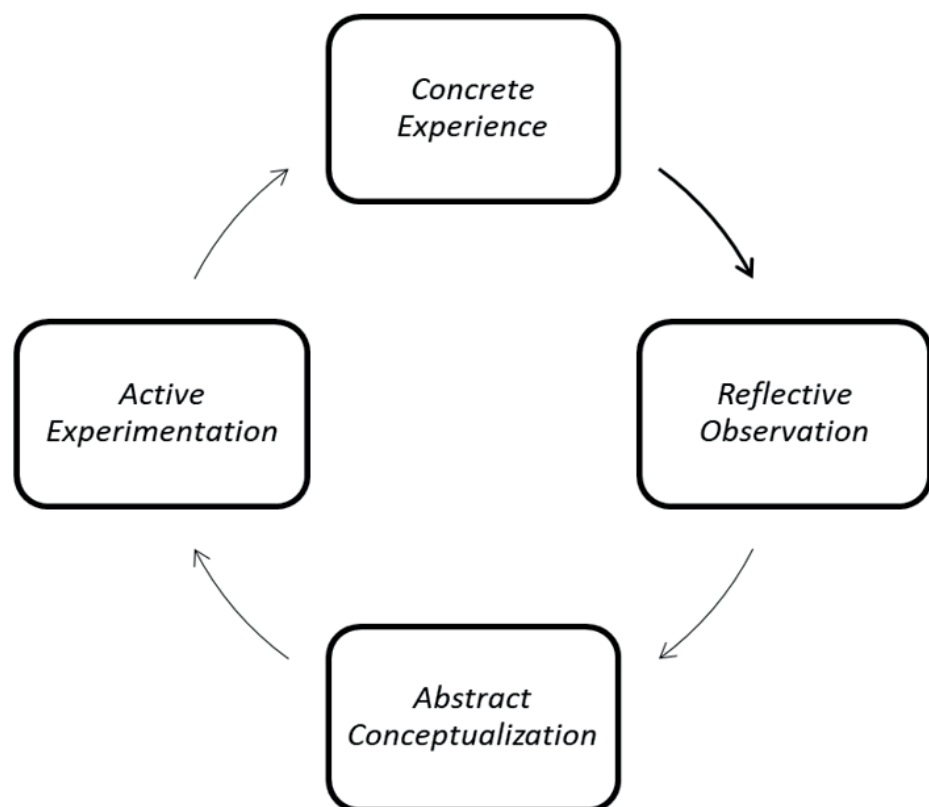


Figure 1: Kurt Lewin's Learning Model.

- 1) Concrete Experience: stages in learning that are derived from personal experiences and sensitive to situations, examples of supporting activities such as study groups, films, games, drama techniques, roleplay and video.
- 2) Reflective Observation: observing before making a decision by examining the environment from various perspectives to gain meaning.
- 3) Abstract Conceptualization: an action, and ideas that align with understanding the situation, then generate new concepts and ideas.

- 4) Active Experimentation: skills in carrying out interactions with people, as well as taking actions based on events including risk-taking.

The advantages of the implementation of Experiential Learning (EL) method are:

- 1) Training and enhancing understanding and practical learning experience for training participants.
- 2) The motivation to learn increases because training participants actively engage in the learning process, this also makes it easier for participants to remember the subject matter.
- 3) Social skills, especially the ability to work together, have improved.

3. METHODS

This research uses a descriptive qualitative approach through literature study to examine the implementation of *Experiential Learning* patterns in character development training for Civil Servants at the Ministry of Transportation and the National Research and Innovation Agency. This type of research is descriptive qualitative with a case study method. The secondary data sources used include journals, books, seminar materials, current news, and related regulations from various agencies and other digital sources.

Data collection techniques were carried out through literature study, with data selected based on its suitability for research objective, published in the last five years, and emphasizing quality and relevance. Data analysis includes data reduction to simplify and compare findings, and drawing conclusions based on theory and journal analysis to assess the development of the implementation of the EL Method in training for the character formation of ASN.

4. RESULTS AND DISCUSSION

4.1. Concept Experiential Learning at the Ministry of Transportation (Kemenhub)

The concept of applying EL method in the Ministry of Transportation includes the following aspects:

4.1.1. Character Development Training of Transportation Human Resources Center (BP3KSDMT) Pasirjambu Bandung

BP3KSDMT, which is part of the Human Resource Development Agency for Transportation (BPSDMP) of the Ministry of Transportation of the Republic of Indonesia, and serves as a forum for the implementation of training and education for the character development of civil servants in the environment of the Ministry of Transportation. The training conducted by BP3KSDMT has a non-technical concept and aims to train soft skills for all training participants. EL method is considered a relevant method with character building material because with EL it means learning while experiencing. The function of conducting character building training with the EL method is to provide clear and positive direction and guidance regarding the valuable knowledge and experiences possessed by each participant. During activities, the participants wear uniforms or attributes that have been provided with the meaning so that the training participants have a sense of togetherness, shared fate, and high solidarity. This is in accordance with ASN BerAKHLAK Core Values with the value of Harmonious, means respecting and caring for fellow training participants without differentiating between each other's backgrounds.

Then, the implementation of the EL training method by BP3KSDMT based on outdoor learning and also using simulation methods based on problem-solving games and team collaboration games. Problem-solving games contains three values of BerAKHLAK; 1) Accountability, which means performing duties responsibly, honestly, carefully, disciplined, and with high integrity; 2) the value of Competent, which is to enhance personal competence to respond to ever-changing challenges, and lastly; 3) Adaptive, which means continuously innovating and developing creativity. Meanwhile team building games contains the value of Harmonious with the meaning of mutual respect, helping, and building a conducive environment as well as collaborative values, which means being open to working together to create more value.

4.1.2. Post-activity capability parameters after participating in Character Development Training

In the capability parameters possessed by BP3KSDMT, each participant must have the capability post participating in character development training, including:

- a) Able to Manage Relationships with Oneself (Interpersonal)

Participants will be able to manage their relationship with themselves. This includes the ability to recognize, understand, and effectively manage their emotions and thoughts, which aligns with the Adaptive value of ASN BerAKHLAK, such as quickly adapting to changes, continuously innovating, and acting proactively. This development is then encouraged through Experiential Learning, where participants learn through direct experience, reflection, and feedback.

b) Able to Manage Relationships with Others (Intrapersonal)

Participants are able to build effective communication, good cooperation, and empathy towards others, in line with Collaborative value in BerAKHLAK such as being open in working together to generate more value. Through Experiential Learning activities, participants are involved in simulation, role playing, and real situations that challenge them to apply interpersonal skills practically.

c) Able to Manage Relationships with Organizations (Organizational)

Participants are able to understand how to work in teams, positively coordinating towards common goals. In accordance with the Collaborative value in ASN BerAKHLAK such as being open in collaborating to generate added value. Practical experience provides hands-on experience through group projects and case studies that encourage participants to practice organizational skills.

d) Able to Manage Relationship with God (Spiritual)

Participants are able to ensure that they have awareness of the values of honesty, kindness, and piety. Managing relationships with God Almighty means living a life filled with actions, words, and thoughts in accordance with religious teachings that align with the Loyal value of ASN BerAKHLAK. Loyalty is not only towards organizations/institutions or the state but can also mean obedience or loyalty to God YME. Participants are also encouraged to reflect on spiritual values in their daily actions and understand the meaning of their life experiences in a broader context.

4.1.3. Character Development Training Instructors

In the training model of the Experiential Learning method In the character development training, there are two components of teaching staff, namely the Facilitator (Civil Servant in BP3KSDMT) and the instructor of discipline (active/retired military personnel). This is

because the Character Development training at BP3KSDMT is a combination of two methods, namely the EL method and the Military method. Although the procedures for conducting training in the military training model are not exactly the same, there are only implementations of Peraturan Baris-Berbaris (Regulations for Marching), internal regulations that apply in every session of activities such as Morning Assembly, Evening Assembly, movement of participants from the dormitory/barrack to the activity location, dining places, and reporting procedures.

The following is an explanation of the teaching elements in the EL training method for character development, including:

1) Facilitator

The facilitator in the EL method training program at BP3KSDMT is a civil servant (PNS/ASN) from the Ministry of Transportation who is assigned to BP3KSDMT. There are 30 civil servants (PNS/ASN) at BP3KSDMT, including 4 structural officials. Of that number, 12 people serve as facilitators for Character Development training. This showing Accountable value ASN BerAKHLAK where the facilitators are integritous and responsible for their tasks.

Then, the training program facilitator for the EL method has special qualifications based on the EL method with a training background at Outward Bound Singapore (OBS) for three consecutive years and has been certified by BNSP (National Professional Certification Board) to become a certified SKKNI (Indonesian National Work Competency Standards) Facilitator. This shows the value of Competent in the core values ASN BerAKHLAK, because the facilitator has appropriate competencies as one of the educators in character development training.

2) Military Instructor

Military instructors in character development training teach several subjects such as physical fitness, marching, PUDD (Regulation of Internal Service Affairs), and ceremonial procedures, recruited from elements of the Indonesian National Armed Forces (TNI), with some holding the status of permanent honorary employees at BP3KSDMT. These honorary military instructors are retired TNI personnel who also serve as security coordinators within the BP3KSDMT environment. This showing that military instructors have Accountable value along with responsibilities in educating and securing the participants, and Loyal value in their dedication to tasks that align with core values in ASN BerAKHLAK.

While for temporary instructors, they are military instructors from active TNI members in TNI educational institutions that have established long-term and short-term cooperation with BP3KSDMT, and they also serve as companions for participants (Danton/platoon commanders), so the number of personnel is adjusted to the number of participants. This is in accordance with the Collaborative value in ASN BerAKHLAK where the instructor collaborates with BP3KSDMT.

4.2. Concept Experiential Learning at the National Research and Innovation Agency (BRIN)

Implementation aspects of Experiential Learning method at the Center for Education and Training (Pusdiklat) Serpong and the Regional Human Resource Development Agency (BPSDMD) of Central Java Province are as follows:

4.2.1. Strategy for Learning the Basic Training of Nationalism Character Formation for Civil Servant Candidates

The tendency for a decline in knowledge and understanding of the importance of nationalism among lecturers as educators of the future generation will impact the nationalism attitude of students both directly and indirectly, thus it is necessary to investigate and address the causes. Therefore, one of the learning materials provided is Nationalism. This is in line with the learning objectives, where every ASN employee must possess a strong sense of nationalism in carrying out their functions and duties.

However, during the learning about Nationalism, the facilitator identified a decline in focus and enthusiasm from the participants as the second day began. The cause was the occurrence of learning difficulties (learning disabilities) such as decreased interest and motivation as internal factors, while less engaging learning strategies, poor learning management, and unsupportive environments as external factors encourage facilitators in basic training to change their methods, namely by using Experiential Learning method.

Basic training for building nationalism character in CPNS utilizes the characteristics of EL to formulate its learning methods. Among them are:

- 1) Action

Participants in learning are not just passive recipients of knowledge, but should be also actively involved as participants, given the freedom of physical movement so as not to get bored by just sitting.

2) Reflection

The learning process only occurs after the actions are reflected upon by the participants, such as what values or lessons have been learned by the participants after conducting learning, or what benefits are gained after the EL practice is implemented.

3) Phenomenological

The learning environment condition can be interpreted without an assessment. Learners should feel the meaning of what is happening, and facilitators do not always need to automatically give directions to participants.

4) Individual Subjective Experience

This aims for the learning values obtained to be results accepted together, not just the value perspective given by the facilitator alone.

5) The existence of experience as a source of learning

Experiential learning is an effort to ensure that experiences gained are part of the learning process.

Based on these characteristics, the facilitator strives to make strategic changes to the learning process, where participants are given space and time for about 4 lesson hours to conduct interviews outside the classroom with the surrounding community to deepen their understanding of nationalism, which is a form of practice Loyal in ASN BerAKHLAK core values. The value of “Loyal” refers to firmly holding onto the ideology of Pancasila and the 1945 Constitution, and being faithful to the Unitary State of the Republic of Indonesia (NKRI). Teaching the younger generation about nationalism is one form of its practice.

The interview method is chosen because of its various advantages. Among them is to allow participants to understand more deeply the opinions or perspectives of the interviewee; the understanding and perception of an individual's social conditions will certainly differ from one person to another. From the perspective of CPNS basic training participants, the interview is not merely a question-and-answer process for sharing information, but also a good learning strategy for CPNS fundamental

training participants to learn how to develop interview strategies and tactics. The values of BerAKHLAK that are contained in the advantages of conducting interviews with the community as mentioned are Harmonious, which means respecting every difference of opinion and honoring each other; Collaborative, which means being open to cooperating so that the interview process can run smoothly; and Adaptive, which means having the ability to continue to innovate and develop creativity.

4.2.2. Success Parameters in Implementing Experiential Learning interview with training participants

The facilitators of the Latsar CPNS Nationalism subject set three learning indicators and five derived aspects based on the three indicators:

1) Able to add insight into the meaning of Nationalism

The CPNS Latsar participants who are civil servant lecturers are expected to increase their sensitivity in improving the values and knowledge of students or their students about nationalism and implementing it in their daily lives as agents of change in order to become a better society. This is in accordance with the value of BerAKHLAK, namely Loyal by practicing knowledge about nationalism, and competent values such as helping others learn.

2) Improve the competence of the participants

The facilitator divides participants into four groups of 8 to 10 people, then the facilitator “releases” the groups to coordinate independently such as determining group leaders, and dividing tasks and roles. The division of groups is expected to provide participants with learning about the values of BerAKHLAK, namely Collaborative; being cooperative in teams and sympathizing with others, as well as the value of Adaptive; increasing creativity and the ability to utilize information and communication technology to the maximum.

3) Eliminate boredom of learning in class

The change in the learning atmosphere with the interview method is expected to eliminate the boredom of the participants who have spent most of their time learning in the classroom. With this method the participants are encouraged to interact more with the community and the surrounding environment more

intensely and not only with their students, this is very important because it is in accordance with one of BerAKHLAK's core value, namely Service Oriented. The participants are also lecturers who are responsible for educating the next generation of the nation and serving the community, so the campus environment is not their only environment to serve, but also in an open environment with the wider community as a place to provide learning and provide solutions and progressive services.

Based on the three indicators above, the facilitator determined five aspects of learning from the Experiential Learning interview practice. The five derived aspects and the BerAKHLAK values contained in them are as follows:

- 1) Practical activities carried out by participants add and improve insight and understanding of nationalism (containing Service-Oriented value).
- 2) Practical activities carried out by participants get many opinions on diverse opinions on understanding the meaning of nationalism (contains the value of Competent);
- 3) Practical activities carried out by participants increase individual and group cooperation and responsibility (contains Collaborative value);
- 4) Practical activities carried out by participants increase the competence and ability of individuals and groups in designing and making videos (contains the value of Accountable);
- 5) Practical activities carried out by participants increase individual and group creativity (contains Adaptive value).

4.3. Comparison of the Implementation of Experiential Learning and Core Values of ASN BerAKHLAK at the Ministry of Transportation (Kemenhub) and the National Research and Innovation Agency (BRIN)

The following is a comparison of the implementation of Experiential Learning (EL) and core values of ASN BerAKHLAK in the Ministry of Transportation (Kemenhub) and the National Research and Innovation Agency (BRIN), including:

TABLE 1: Comparison of Experiential Learning Implementation at the Ministry of Transportation (Kemenhub) and the National Research and Innovation Agency (BRIN) with components of EL according to Kurt Lewin (1946).

No	EL Aspect	Ministry of Transportation (Kemenhub)	National Research and Innovation Agency (BRIN)	Analysis
1	Concrete Experience (Feeling)	Providing Ice Breaking Games before receiving the core material of Character-Building training activities so that training participants are more relaxed and ready to receive training material.	As a result of community interviews, participants were concerned about the declining spirit of gotong royong, the latent danger of PKI in society, the existence of groups that tend to be selfish, the negative impact of globalization on culture in Indonesia, the declining ethics of the next generation and low interest in learning history.	Each training venue has its own methods for providing concrete experience to participants.
2	Observation and Reflection (Observation)	Belaying School training activity material that uses rope media to climb one of the Outbound infrastructures with a height of 10 meters. It is intended that the training participants are able to know the reasons for the occurrence of everything.	Observation of interview results to identify differences of opinion from views on the value of nationalism.	Each training venue has its own method of providing participants with the opportunity to observe and observe the learning subject.
3	Abstraction and Conclusions (Thought)	Role-playing, in-class discussion with discussion topics provided by the educator based on the material that has been observed, and oral direct reports based on the observations made.	As a result of the community interviews, participants became more loving of the country, the spirit of <i>Bhinneka Tunggal Ika</i> , and a sense of caring for each other to reduce the negative impact of globalization, the spread of hoax news, the rampant use of drugs, the lack of interest in learning history and the ethical problems of the younger generation.	Each training site has a method of giving participants the opportunity to reflect on and draw conclusions from the practice.
4	Active Experience (Activity)	Team Challenges, Team Building Games, and Personal Challenges activities in latsar course learning	Group interview practice and video editing.	Each training venue has its own method of providing participants with hands-on learning opportunities.

From the table, it can be concluded that the Ministry of Transportation and BRIN can fulfill the aspects of EL although there are some differences in its application. The two agencies apply EL methods that are much different, the Ministry of Transportation focuses on the concept of outdoor training by increasing activities in the form of games,

the training material provided is broader in scope and informal in nature. Meanwhile, BRIN focuses on the method of interviewing the community regarding the understanding of nationalism values considering the learning material of the training is related to nationalism and is also formal.

In the implementation of EL at the Ministry of Transportation, BP3KSDMT Pasirjambu Bandung acts as an organizer of education and training that is non-technical in nature and aims to improve soft skills without any hard skills or technical elements for training participants. Meanwhile, Pusdiklat Serpong & BPSDMD Central Java are training organizers that aim to improve hard skills and soft skills, this is evidenced by interview assignments and video editing.

TABLE 2: Comparison of the Implementation of BerAKHLAK in the Ministry of Transportation (Kemenhub) and the National Research and Innovation Agency (BRIN).

No	Core Values BerAKHLAK ASN	Ministry of Transportaion (Kemenhub)	National Research and Innovation Agency (BRIN)	Analysis
1	<i>Berorientasi Pelayanan</i> (Service Oriented)	Providing the best service with empathy, a sense of community, and high professionalism.	Change the learning atmosphere with the interview method (to relieve boredom).	Each agency has a way to improve services.
2	<i>Akuntabel</i> (Accountable)	Organize problem solving games (carry out tasks with the aim of being honest, careful, disciplined, and with high integrity).	Increase participants' creativity and ability to utilize information and communication technology to the fullest.	Each agency has a way to improve performance capabilities.
3	<i>Kompeten</i> (Competent)	Organizing problem solving games to improve participants' competence in responding to ever-changing challenges and presenting certified lecturers.	In learning nationalism, competent values are applied to trainees with the hope that they will become agents of change in order to become a better society.	The two agencies have different ways of applying the value of competence
4	<i>Harmonis</i> (Harmonious)	Team building games (respecting each other, helping each other, and building a conducive environment).	The interview method aims to enhance harmonious values, such as appreciating different opinions and respecting each other.	Each agency has the same way to implement the value of harmony
5	Loyal	TNI members as teaching staff who play an active role in duty.	Training with nationalism subjects. The hope is that training participants can better understand and apply the value of nationalism to themselves as an ASN.	Each agency has a different way of practicing the value of loyalty or nationalism.

TABLE 2: Continued.

No	Core Values BerAKHLAK ASN	Ministry of Transportaion (Kemenhub)	National Research and Innovation Agency (BRIN)	Analysis
6	Adaptif (Adaptive)	One of the parameters of ability after participating in Character Building Training activities is being able to manage relationships with oneself.	The division of groups in the assignment aims to increase the creativity and ability to utilize information and communication technology of the participants to the fullest.	Each agency has a different way of implementing adaptive values.
7	Kolaboratif (Collaborative)	One of the parameters of ability after participating in Character Building Training activities is being able to manage relationships with organizations.	The group division in the assignment aims to promote cooperative attitudes in the team as well as sympathy for others.	Each agency has its own way of implementing collaborative values

Based on the table above, it can be seen that the implementation of the ASN BerAKHLAK core values at the Ministry of Transportation and at BRIN is not much different because the concept of training uses group sharing to improve the character development of training participants. However, the group division in the implementation of EL used different methods (informal and formal).

For citations of references, we prefer the use of square brackets and consecutive numbers. Citations using labels or the author/year convention are also acceptable. The following bibliography provides a sample reference list with entries for journal articles [1], an LNCS chapter [2], a book [3], proceedings without editors [4], as well as a URL [5].

5. CONCLUSION

Based on the description of the results and discussion above, this research resulted in the following conclusions:

1. The implementation of the Experiential Learning pattern in the Character-Building training at the Ministry of Transportation and BRIN shows differences in the approaches and methods used by each agency. Both agencies are able to apply aspects of Experiential Learning (EL) implementation in different ways according to the characteristics and needs of each agency.
2. The Ministry of Transportation emphasizes the concept of outdoor training with various activities that support active learning, such as Habituation, Ice Breaking Games, Team Building Games, Team Challenges, Personal Challenges, Physical

Fitness, PBB (Line of March Regulations), PUDD (Regulation of Internal Service Affairs) by promoting the core values of BerAKHLAK.

3. BRIN, on the other hand, uses interview and video-making methods to create a more varied learning environment. This method allows participants to participate more in dialog and reflection on their own experiences as well as sharing views and knowledge with fellow participants. Interviews and making videos with the intention of finding out the innovation and creativity of latsar participants.

Based on the results of the research, discussion, and conclusions described above, the following suggestions are made:

1. High commitment is needed from both the facilitators and trainees so that the implementation of the Experiential Learning method can be carried out effectively and thoroughly.
2. The selection of methods in Experiential Learning needs to be considered in more detail. Just as technical training requires different methods to teach a material, character development training also needs to use methods that are suitable for specific character development targets.

AUTHORS' CONTRIBUTIONS

Ganeca Larasati and Tiara Putri R. devised the project, the main conceptual ideas and proof outline. Haical Gifahrianto, Maurizka Chairunissa, and Aulia Pratiwi were involved in planning and the work, Haical Gifahrianto and Maurizka Chairunissa analyzed the two existing literatures and designed the figures. All authors discussed the results and commented on the article.

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