

The Influence of Experiential Learning on Self-Confidence, Communication, Human Relations and Leadership in the State Civil Apparatus in Indonesia

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Abstract

The challenge to show the quality of life in shaping character is getting higher, although the results of the last 21 years of research on the development of character quality are more researched on academic variables, but the last three years have focused more on the learning process and on the research method side is still oriented to correlational studies, so that the research objectives will construct the effect of experiential learning (MPE) for the development of character quality (Self Confidence, Communication, Human Relations and Leadership) with Mixed Methodology methods through Concurrent Embedded Design and research samples conducted in the State Civil Apparatus (ASN) environment as many as 10 people who served as employees in Indonesia were randomly selected. MPE intervention was given to the experimental group for 6 months. Quantitative data analysis techniques with Trace, Wilks' Lambda, Hotelling's Trace and Roy's Largest Root techniques, while qualitative data analysis techniques obtained from questionnaires, interviews, observations using the NVivo application by making nodes and coding. The results of the research on the components of self-confidence, communication and leadership are the largest in the group given debriefing.

Keywords: *State Civil Apparatus, Experiential, Self Confidence, Communication, Human Relations, Leadership, and Learning.*

Introduction

The existence of the State Civil Apparatus (ASN) has a very strategic role in realising *good governance* and global competitiveness (Suwanda & Suryana, 2021). This is because ASN, in addition to being the backbone of government administration, is also at the forefront in providing services to the public, so that the good and bad of government administration and the quality of services to the public are highly dependent on the quality of ASN, especially related to the quality of its character (Marshall et al., 2011). Even the results of the study (Weiss, 2000) said, that "in order to realise a clean and authoritative government system (*good governance*), as well as to realise good, efficient, effective and quality public services" of course, it needs to be supported by ASN employees who are professional, responsible, fair, honest, and competent in their fields" (Cohen, 2014).

In detail, the development of character quality based on theoretical, empirical and methodological reviews, analysed through a bibliometric map of character development based on the results of research from 2000 to 2023, describes the character of individuals originating from birth that represents character already *taken for granted* (Berkowitz & Bier, 2004). However, ontologically character is not only a matter of definition but in the "essence", the anti-thesis of character is not destructive behaviour even though both are not antagonists. Character development plays an important role in the process of achieving value order, decision making, self-confidence, communication, leadership, accountability, nationalism, public ethics, and quality commitment (Want, 2006; Zou, 2019). However, weak character has an impact on the psychology of individuals experiencing frustration, depression, anxiety, anger, emotional instability, violent behaviour/bullying (Baker et al., 2019).

Even the results of research (Lyons & Janca, 2015; Rüschi et al., 2005) states that "there is a stigma of being

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lazy at work, always being money-oriented when it comes to completing administrative service tasks, not understanding the main tasks and functions of employees, mentally bypassing or looking for shortcuts to achieve goals in achieving positions, and what is even worse is that there are still ASN who look for loopholes and ways to commit corruption, which are always in the news in various mass media".

A variety of character quality development research has been directed at latitudinal differences in gender (Banner & Schwarz, 2018; Janneck et al., 2013) differences in social status, economics, education and support from government, community and cultural contexts. The results of the last 21 years of research on character quality development have been more researched on academic and health variables. Thus the direction of character quality development research is more focused on academic variables which are very sustainable and distinctive variables to be followed up. The rationale for choosing the population and research samples in the State Civil Apparatus (ASN), in accordance with research findings that the tendency of research on ASN is rarely carried out. Even the results of the study, that "the character and work culture of ASN is experiencing continuous degradation. A revolute effort is needed to change it. Revolute efforts are considered the most appropriate way to answer all problems related to ASN today (Sonntag & Zijlstra, 2006). The most significant strategy for developing character quality is through education, role modelling and experience. The education process builds ASN to have a more effective personal wholeness. This is in accordance with the philosophy of Ki Hajar Dewantara which explains "*Ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani*", representing from the front providing examples, from the middle working and from behind providing encouragement/motivation. Meanwhile, Thomas Lickona explains "*A reliable inner disposition to respond to situations in a morally good way, even "Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behaviour"* (Lickona, 1996). It can be affirmed that character development as an embodiment of shaping individual behaviour that has different uniqueness from others, and the process of character building is inseparable from knowledge, internal and external motivational styles so that it has clear behavioural / goal direction and skills that individuals have optimally.

This is in line with the findings of research at Harvard University in the United States, it turns out that a person's success is not determined solely by knowledge and technical abilities (*hard skills*), but rather by the ability to manage themselves and others (*soft skills*). This research revealed that success is only determined by about 20% by *hard skills* and the remaining 80% by *soft skills* (H. Timperley et al., 2007; H. S. Timperley, 2005). These findings show that *soft skills*, which are part of character, are a very decisive factor in building a superior and competitive nation. Without having character (*soft skills*), all types of expertise and all types of work abilities (*hard skills*) cannot provide maximum benefits or benefits, and even tend to lead someone to bankruptcy (Palmer, 1998).

In the development of character quality, the results of the literature review, cutting-edge research for character quality development, namely the ECED model, ESEM (*Exploratory Structural Equation Modelling*) Model, *Clinical Based Learning Model*, *Model of Participation and Performance Processes*, *Teaching Preferred and Non Preferred Ways*, *Model for Interpersonal Teacher Behaviour* (Suwanda et al., 2023). The results of the most recent research in the previous sub, it is clear that efforts to develop character quality are more directed at learning models, previous models are rooted in holistic models of knowledge creation, so the latest ideas and innovations are needed from a learning philosophy that is packaged through experiential learning with training. So the focus of this research will construct and elaborate experiential learning as a whole in terms of content, process, evaluation for the development of ASN character quality.

Methods

The research approach uses a combination of quantitative and qualitative data, as long as the process is carried out in an integrated and mutually supportive manner. The method used is *mixed methodology*, which is the collection of quantitative data or *statistically significant* data and qualitative or *practical significant* data carried out simultaneously (Rusmana, Hafina, & Suryana, 2020). (Creswell, 2012) The rationale for choosing mixed methodology, namely a) examined from *Self Confidence*, *Communication*, *Human Relations* and *Leadership* can philosophically be positioned as individual development that should be fulfilled in life, based on this perspective the study of *Self Confidence*, *Communication*, *Human Relations* and *Leadership* is not fully

examined as a result / obtaining data but should be positioned as a process of directing individual behaviour to develop *Self Confidence, Communication, Human Relations and Leadership*, b) *Self Confidence, Communication, Human Relations and Leadership* are individual behaviours to achieve optimum conditions as an effort to build *Self Confidence, Communication, Human Relations and Leadership*, the process of developing *Self Confidence, Communication, Human Relations and Leadership* will be interrelated with individuals doing their regulation style, the more individuals are able to internalise, the individuals have higher *Self Confidence, Communication, Human Relations and Leadership*, so qualitative data exploration is needed. The research design of Experiential Learning implementation activities through *concurrent embedded design*, the selection of participants is selected without random as assignment procedure. The design in *concurrent embedded design* research consists of experimental group (A) as a group that is given Experiential Learning through an online system with *debriefing*, while the control group (B) as a group is given Experiential Learning without *debriefing* (Almigo et al., 2019; Beightol et al., 2009).

Based on the design considerations used, *Concurrent Embedded Design* research will combine *statistically significant* and *practical significant* data simultaneously, and the results can be used to accurately understand the research problem. Combining two data using an *embedded* strategy that applies one stage of qualitative and quantitative data collection at a time and the data obtained describes side by side two different analyses that represent a combined assessment of a problem.

Procedures carried out using a qualitative approach in this study, identifying and exploring *Self Confidence, Communication, Human Relations and Leadership*, reviewing literature studies on *Self Confidence, Communication, Human Relations and Leadership*, data collection carried out through observation, interviews, and journal worksheet documents that are good and careful to find out the dynamics of individual psychology that shows behavioural direction to achieve *Self Confidence, Communication, Human Relations and Leadership* during the intervention process.

Data obtained from a randomised method used on 10 civil servants in Indonesia who were sorted into four groups of sampling units and two treatment groups. The next research subjects are two experts each from educational psychology, language, and learning experts to validate the theoretical construct of experiential learning on *Self Confidence, Communication, Human Relations and Leadership*, the selection of experts is determined through purposive techniques.

The concept of instruments used to capture data on *Self Confidence, Communication, Human Relations and Leadership*. *Self confidence* study based on Hull's theory (Hull, 1935) The study of *communication* is based on White's theory (White, 2006), *Human relations* study based on Rogers' theory (C. R. Rogers, 1954; K. Rogers, 2000), and *leadership* studies based on Shapiro's theory (Coyle-Shapiro, 2002). The preparation of the instrument uses an ordinal scale because it examines based on each aspect and level of the continuum. The technique used to examine the quality of the instrument through the Rasch model technique which has detailed accuracy and is carried out repeatedly (Indihadi et al., 2022; Rusmana, Hafina, Wardhany, et al., 2020).

Rasch model analysis tool using WINSTEP Version 3.73. the stages carried out in the Rasch model are first, the instrument is analysed based on a measure of unidimensionality, for the purpose of evaluating the instrument developed can be measured. Second, identification is carried out regarding the range map using wright map analysis so that the position can be known; Third, analysing the level of item difficulty, level of item suitability, rating scale diagnostic, and detecting item bias. Finally, the instrument analysis will be analysed as a whole to determine validity, reliability and separation. The stages are carried out systematically and repeatedly until finding items that can truly measure as a whole (Muslihin et al., 2022). While the *experiential learning* model is based on David Kolb's theoretical framework (Kolb, 1999) Experiential learning emphasises a holistic learning model that includes cognitive (thinking), affective (feeling) and conation (doing) aspects. The model is built on the foundation of interdisciplinary and constructivist learning. Study results (Rusmana et al., 2019) socratic method is a learning method that accommodates three types of learning, namely cognitive, emotional and physical. *The socratic method* is

also often called the *debriefing* method

Research Procedures

This research uses a mixed approach, so there are two core activities in this research, namely the intervention of the Effect of Experiential Learning on *Self Confidence, Communication, Human Relations, Leadership* and the dynamics of ASN change after intervention through training. The first activity takes the form of an experiment with the following steps: 1) Provide informed consent to ASN to obtain accountable and transparent data; 2) Conduct an initial test (*pretest*) to determine the tendency of ASN character quality; 3) Select two classes as experimental and control groups based on groups with quality predisposition; 4) Design an experiential learning model for ASN quality development. The core components of the learning model include competencies, techniques, strategies, media, steps, evaluation and indicators of success; 5) Implement the experiential learning model intervention for the development of ASN character quality for 2 sessions integrated into training. The intervention process in each session lasts 420 minutes; and 6) Conduct a final test (*posttest*) to determine the effectiveness of the experiential learning model intervention for the development of ASN character quality. Qualitative data collection carried out during this research process is the making of *informed consent* as a guarantee of confidentiality for ASN, making *interview protocols* to make it easier to know what information is needed to answer the problem formulation and in accordance with the research objectives, making *observational protocols* to know what will be observed during the field and make it easier to see what behaviour needs to be observed during the field, making a *document check list* with the aim of knowing what documents are needed in the research. Giving *informed consent* is the main stage in conducting this research to explain to participants what must be done during the research and to find out whether participants are willing and agree to commit to conducting research for one month. When participants are willing and agree to commit to the implementation of the study, a list of questions will be given that need to be answered by participants and reinforced in the worksheet, after which a credibility check is carried out on the answers through interviews by making audiovisual recordings and requesting documents that can support the research.

Data Analysis

Data analysis for quantitative approaches uses descriptive statistics to analyse the effect of Experiential Learning on *Self Confidence, Communication, Human Relations* and *Leadership* based on the calculated mean and standard deviation, while for inferential statistics using MANOVA techniques Pillai's Trace, Wilks' Lambda, Hotelling's Trace and Roy's Largest Root, the data analysis process uses the SPSS program, while qualitative data analysis techniques obtained from questionnaires, interviews, observations use the NVivo application by making *nodes* and coding.

Results

The results of the study were analysed in three parts. The first section describes the demographic description and the mean and standard deviation data according to the four components with two groups given *debrief* and without *debrief* using descriptive statistics, the second section describes the impact of experiential learning intervention using inferential statistics, and the last section describes supporting data based on reflections given by participants.

Descriptive Analysis

The number of ASN in Ciputat Sub-district is the number of ASN in the Ciputat Sub-district Office plus 7 urban villages. The total number of ASN for civil servants is 43 people and NONPNS is 153 people. In terms of gender, the number of men and women totalled 196 people consisting of 149 men and 47 women. All ASN participants work according to their field of expertise with a focus on expertise in the fields of secretariat, economy and development, community empowerment, governance, social welfare and public peace and order.

The results of the study describe the effect of experiential learning on *self-confidence, communication, human relations* and *leadership* within the Indonesian civil service. Experiential learning activities are divided into two groups, namely the group given *Debriefing* and the group without *debriefing*. The data obtained from the randomised method used on 10 Civil Servants (ASN) in Indonesia which are sorted into four groups of sampling units and two treatment groups, as follows.

Table 1: Mean and Standard Deviation of Self Confidence, Communication, Human Relations and Leadership, in the Debriefing group and the group without *debriefing*

Component	Group	Mean	Standard Deviation	Total
Self Confidence	Debriefing	0.69079083	0.34802726	5
	Without Debriefing	0.58345378	0.24949465	5
	Total	0.637122	0.069673	10
Communication	Debriefing	0.79008823	0.17476758	5
	Without Debriefing	0.75413876	0.10442012	5
	Total	0.772113	0.049743	10
Human Relations	Debriefing	0.63951515	0.24965126	5
	Without Debriefing	0.68028181	0.19492474	5
	Total	0.659898	0.038697	10
Leadership	Debriefing	0.88378001	0.12876258	5
	Without Debriefing	0.87614037	0.09205694	5
	Total	0.87996	0.025955	10

Based on the average results of the components of *self confidence, communication* and *leadership*, the largest is the group given *debriefing*, while the largest human relations component is in the group without *debriefing*. If ordered from the total average value from largest to smallest, the components of *leadership, communication, human relations* and *self-confidence*. The research findings represent the effect of experiential learning on the *leadership* component tends to be high, and the *self confidence* component tends to be low.

Inferential Analysis

To test the results of group differences in component means, inferential statistics were analysed using the MANOVA test, the results obtained can be seen in the following table.

Table 2: Manova Test Results *Self Confidence, Communication, Hman Relations* and *Leadeship* on two sample groups

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Effect	Value
<i>Intercept</i>	Pillai's Trace	.987	502.819 ^b	5.000	32.000	.000	.987	<i>Intercept</i>
	Wilks' Lambda	.013	502.819 ^b	5.000	32.000	.000	.987	
	Hotellin g's Trace	78.565	502.819 ^b	5.000	32.000	.000	.987	

	Roy's Largest Root	78.565	502.819 ^b	5.000	32.000	.000	.987	
Group	Pillai's Trace	.656	.679	40.000	180.000	.926	.131	Group
	Wilks' Lambda	.471	.671	40.000	142.279	.928	.140	
	Hotelling's Trace	.877	.666	40.000	152.000	.933	.149	

Based on three MANOVA test techniques, namely *Pillai's Trace*, *Wilks' Lambda*, *Hotelling's Trace*, *Roy's Largest Root*, it appears that one of them, *Roy's Largest Root*, produces an F statistic = 2.269 and $p = 0.044$ so it is significant at $\alpha = 0.05$. However, the other three MANOVA test statistics were not significant at $\alpha = 0.05$. This finding indicates that there is an effect of experiential learning in the treatment group on *Self Confidence*, *Communication*, *Human Relations* and *Leadership*.

Reflection Analysis

Development of *Self Confidence*, *Communication*, *Human Relations* and *Leadership* is a conceptual framework for capacity building as a builder that focuses on strengthening knowledge, attitudes and behaviours. The ability to think, feel and act positions participants to develop *Self Confidence*, *Communication*, *Human Relations* and *Leadership* which is reflected through transformative learning or work to have the ability to generate knowledge, communication opportunities, flexible collaboration, express choices from the results of sceptical, critical and creative thinking, and exercise control and make personal decisions according to their conscience. This was revealed from the interview results, which are as follows.

"I feel the benefits given to the experiential learning process of increased confidence, being more courageous, good communication, better relationships, leading well"

In addition, participants feel the freedom to be able to stand on their own, be able to express or not feel constrained by the surrounding conditions, which in turn shows their abilities properly and correctly, this is revealed in the following interview results:

"I participated in the "experiential learning programme" for some selected people from the youth unit, got a lot of knowledge about soft skills, became a more confident person again, because in the training we were given tips to have confidence in ourselves. Through the introduction material that we did and with some of the introduction methods given, and expressing our opinions, and we became a more confident person after attending this training."

In addition, participants' views should also be able to change the way they think and act in the community. This culturally influenced view of the community system is evident in one of the following interviews:

"During the experiential learning training process, I was able to easily convey messages and speak well to others in order to convey all the information provided. Even though I experienced confusion in expressing my opinion, but because I saw that other participants could, I also felt that I had the strength to do well and even better communicate with others through the tips given by the resource person directly in practising it in everyday life".

The research findings show the ability of participants to generate knowledge based on the results of the process of asking the trainer who already has extensive experience, and this can be used as a process of transforming ways of thinking to be internalised in daily actions.

Discussion

Based on the research findings, the average components of *self-confidence*, *communication* and *leadership* are the largest in the group given *debriefing*, while the largest *human relations* component is in the group without *debriefing*. The research findings are an interesting concern that the *human relations* character shows a large value in the group without *debriefing*, this finding is different from the results of research conducted by (Lynch, 1992; Syahri et al., 2021) that human relations tended to be higher in the group without debriefing. However, the research findings believe that the behavioural dynamics of the participants have made good relations with the community in accordance with the vision and mission of ASN, this is reinforced

based on the results of the study (Feszterova & Jomova, 2015) that individuals with good *human relations* tend to have behaviours that care about self-appearance and social acceptance, tend to think *stereotypically* and cliched (Karafantis, 2011), care about conformity to external rules, act with the motive to gain praise, equivocate in the expression of emotions and lack introspection, group differences based on external traits, fear of not being accepted by the group, insensitive to individuality, and feel guilty if they break rules

knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience."

Experiential learning defines learning as the process of creating knowledge through the transformation of experience. Knowledge results The research findings represent that the effect of experiential learning on the *leadership* component tends to be high, and the *self confidence* component tends to be low. This is in accordance with the study of (Lashway, 1995) leadership is based on choice and action, able to see the diversity of emotions, motives, and perspectives of oneself and others, aware of responsibility, able to do self-criticism and assessment, care about mutualistic relationships, have long-term goals, tend to see events in a social context, and think more complexly and on the basis of analytical patterns (Putra et al., 2024).

Leadership is shown in increasing individualistic awareness, awareness of the emotional conflict between independence and dependence, becoming more tolerant of self and others, recognising the existence of individual differences, being able to tolerate conflicts in life, distinguishing internal and external life, recognising self-complexion, caring about development and social problems (Rolina, 2014). However, research findings show that *self confidence* has a low value, this is an indication or factor that influences it, based on the results of the study (Matovu, 2012) describes that individuals have a tendency to be realistic and objective towards themselves and others, so they do not care about abstract notions such as social justice, have not been able to integrate conflicting values, have not been tolerant of ambiguity, have not cared about self-fulfilment, there is no courage to resolve internal conflicts, respect for the independence of others, aware of interdependence with others, so that participants have not been able to express feelings with confidence and cheerfulness.

Based on the research findings, there is an effect of experiential learning in the treatment group on *Self Confidence, Communication, Human Relations and Leadership*. When associated with the behavioural component, it places a strong emphasis on outward behaviour that can be observed in real-life situations (Nonaka, 2009). Behavioural psychology and social learning theories investigate the role of conditioning, role models, *self-confidence* in relation to temptation resistance and prosocial behaviour (Nur et al., 2020). In addition, the influence of *experiential learning* focuses more on the function of experience which has a major role in the learning process. This emphasis is what distinguishes experiential learning from other learning theories.

Experiential learning focuses on learning as a process where knowledge is created through the transformation of experience. Knowledge is the result of a combination of understanding and transforming experience, perception, cognition and behaviour, which is in line with Kolb's opinion (Sadler-Smith, 1996; Sadler-Smith & Riding, 1999) who explained "*experiential learning theory defines learning as the process by which from the*

combination of grasping and transforming experience.

In addition, the *debriefing* group emphasised the *Experiential Learning Cycle* which was presented to describe the learning process starting from the stage of concrete experience experienced by an individual. The experience is then reflected on individually. In the reflection stage a person will try to understand what happened or what he experienced. This reflection stage is the basis for the conceptualisation stage or the process of understanding the principles underlying the experience experienced and estimating the possibility of its application in other (new) situations or contexts. Furthermore, the implementation stage, this stage is a situation or context that allows the development of concepts that have been mastered. The process of reflecting is then rearranged so as to form new notions or abstract concepts (finding out process) which will be a guide for the creation of new experiences or behaviours (taking action process) (Scheepers, 2012). The qualitative research findings show that the experiential learning process has a positive impact and shapes the way of thinking and acting towards a more constructive direction. This is in accordance with the study of (Hackman & Wageman, 2005) that "*encourages to take an active role in their own education and supports teachers in creating empowering, democratic, and critical educational environments*". In other words, education and learning should not be limited to pedagogical aspects only, but also focused on how individuals can make changes in society. Another finding that experiential learning is interesting, although at first glance this looks positive, but the process of the ability of the participants' way of thinking and acting tends to be stagnant, there is a compulsion that must be resolved and even the loss of character development assumptions, namely a person's ability to have constant cognitive and behavioural change actions to bring up pleasant decision choices, bring benefits to themselves and get flexible accommodation from the social environment and are influenced by a person's sense of self' (meaning, confidence, joy, optimism, determination and enthusiasm (Ryan & Deci, 2006)

So that the psychological dynamics of participants will affect other variables, one of which is self-confidence, which should be well maintained because it has autonomy, this is in accordance with Christine study (Niemiec, 2009) explaining autonomy (independent behaviour) related to the existence of participants independently can be trusted to be able to make their own choices.

Findings on *communication* variables, when related to the results of the study of (Hackman & Wageman, 2005) explained that the purpose of experiential learning is to "*encourage students to take an active role in their own education and supports teachers in creating empowering, democratic, and critical educational environments*". In other words, education and learning should not be limited to pedagogical aspects only, but also focused on how learners can make changes in society.

Conclusion

The small effect of experiential learning on the components of *leadership*, *communication* compared to *human relations and self-confidence* is related to the *social desirability* of subjects in responding to instrument statements, the sensitivity of research design and data analysis strategies. If the research design and data analysis techniques are considered to contaminate the research findings, then further and sharp studies are needed with research using a longitudinal design. The low sensitivity of statistical analysis methods using *Trace*, *Wilks' Lambda*, *Hotelling's Trace* and *Roy's Largest Root* techniques, can be cancelled by using logical analysis with a qualitative approach. The qualitative approach can be used as one of the solutions to obtain answers with scientific evidence that examines the dependent variable.

Acknowledgment

Great appreciation is communicated Institute of Governance of Home Affairs and ASN in Ciputat Sub-district is the number of ASN in the Ciputat Sub-district Office plus 7 urban villages for the contributing of this research.

Conflict Of Interest

The authors declare no conflict of interest.

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