

Effectiveness of Online Learning Methods on Improving Performance and Competence of Civil Servants (ASN): A Case Study at RSUP Dr. Sitanala Tangerang

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Abstract

This study aims to analyze the effectiveness of online learning methods in improving the performance and competence of Civil Servants (ASN), using a case study at RSUP Dr. Sitanala Tangerang, with a focus on regulatory frameworks and learning theories. The research method used is literature study by collecting and analyzing data on online learning practices at RSUP Dr. Sitanala and from laws and regulations, policy documents, and expert theories related to online learning and knowledge management. The results show that online learning has great potential to improve ASN competence, especially in terms of time efficiency and accessibility. However, its effectiveness depends heavily on motivational support from management, technological support, and ongoing evaluation. Regulatory frameworks such as Government Regulation No. 17 of 2020 and Minister of Health Regulation No. 20 of 2014 emphasize the importance of developing ASN competence through modern methods, including online learning.

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INTRODUCTION

In the midst of the digital era, online learning has become one of the effective alternatives to improve the abilities and performance of Civil Servants (ASN). The demand

for fast and high-quality public services increasingly highlights the importance of continuous human resource development. ASN competence plays a crucial role in facing ongoing challenges and changes. If competence is not sharpened and utilized optimally, it can decrease the overall performance quality of the organization.

Competence is the main foundation needed to compete, even considered the main weapon for a Civil Servant (ASN). Therefore, ASN must have the necessary competence to face competition in the workplace. Mangkunegara (2005:113) defines competence as a basic element within a person that gives them an advantage over average individuals. Meanwhile, according to Spencer and Spencer (1993), competence is a fundamental characteristic that contributes to a person's work effectiveness. Competence development for ASN is a non-negotiable need, as strong competence will have a positive impact on both teams and the organization as a whole. This principle applies to both the private and public sectors.

Improving the competence of Civil Servants (ASN) is a crucial component in organizations, as employees are considered the main asset in achieving organizational goals. The obligation to fulfill employee competence is the responsibility of every agency, as regulated in Article 203 paragraph (4) of Government Regulation No. 11 of 2017 on Civil Servant Management, which states that competence development must be implemented with a minimum of 20 learning hours (JP) per employee per year.

In the digital era, online learning methods are one solution to improve ASN competence and performance. Moreover, the demand for effective and efficient public services drives the need for sustainable human resource (HR) development.

RSUP Dr. Sitanala Tangerang is a comprehensive government-owned medical service center with a Class A/B classification, providing a wide range of specialist and subspecialist services, equipped with modern facilities and established inpatient rooms. As a referral center, this hospital plays a strategic role in public services in Tangerang and surrounding areas. Its achievements and innovations—from environmental awards, employee housing, to facility revitalization—demonstrate its ongoing commitment to service quality and employee welfare.

Facilities & Services Type: Class B Central General Hospital, Public Service Agency (BLU) status, owned by the Ministry of Health, located at Jl. Dr. Sitanala No.99, Neglasari, Tangerang Detailed bed capacity: VIP, Class I–III, ICU, HCU, ICCU, NICU, PICU, and perinatology rooms Comprehensive services including general, specialist & subspecialist services such as general surgery, plastic surgery, ophthalmology, cardiology, pulmonology, medical rehabilitation, psychiatry, ENT, oncology, and perinatology Outpatient clinics with many specialist branches: pediatrics, dentistry, dermatology, OB-GYN, mobility, ENT, HIV, and others

Achievements & Strategic Role Received "Very Good" award in Hospital Environmental Health from the Ministry of Health 2022 In the 2024 regional elections, appointed by KPU Tangerang Raya as a referral hospital for health checks of regional head candidates due to its complete facilities In 2024, inaugurated the employee housing "Garden City Sitanala" to support ASN welfare In April 2025, began revitalizing laundry/CSSD service buildings as part of supporting service upgrades

With a spirit to improve service quality, RSUP Dr. Sitanala is highly disciplined in implementing online learning methods for training its employees, both ASN and NON-ASN. This study aims to evaluate the effectiveness of online learning in improving ASN performance and competence at RSUP Dr. Sitanala Tangerang, considering the regulatory framework and related theories.

METHOD

This study uses a literature review method with a qualitative approach. Data were collected from: Regulatory documents, such as Government Regulation No. 17 of 2020 on ASN Management, Minister of Health Regulation No. 20 of 2014, and the Decree of the President Director of RSUP Dr. Sitanala on Knowledge Management.; Expert theories, such as adult learning theory (Andragogy) by Knowles (1984) and knowledge management theory by Nonaka & Takeuchi (1995); Case studies from the implementation of online learning in government institutions, such as RSUP Dr. Sitanala Tangerang.

Regulatory Foundation

Based on the Knowledge Management Decree of RSUP Dr. Sitanala, several relevant regulatory points include: The obligation to develop employee competence (minimum 20 JP per year), which can be carried out through online training (Article 1 paragraph 1).

Reporting and dissemination of training results as part of knowledge management (Article 1 paragraphs 2-3). Periodic evaluations every 6 months to ensure the utilization of learning materials (Article 1 paragraph 5).

Other supporting regulations: Government Regulation No. 17 of 2020: Emphasizes the importance of developing ASN competence through flexible methods, including online. Minister of Health Regulation No. 20 of 2014: Regulates HR management with a BLU model, including the use of technology for training. Presidential Instruction No. 1 of 2025 dated January 22, 2025 on Spending Efficiency in the Implementation of the 2025 State Budget and Regional Budget.

DISCUSSION

Andragogy Theory (Knowles, 1984) Online learning aligns with andragogy principles, namely self-directed learning, experience-based learning, and solution-oriented learning. ASN, as adult learners, need the flexibility offered by online methods.

Knowledge Management Theory (Nonaka & Takeuchi, 1995) Online learning supports the SECI process (Socialization, Externalization, Combination, and Internalization) in knowledge management. Example: Uploading training materials to information systems (externalization) and disseminating training results (socialization). Effectiveness of Online Learning Advantages: Time efficiency, accessibility, and cost-effectiveness. Challenges Include Limited direct interaction, a need for technological infrastructure, and self-motivation for learning. Law No. 5 of 2014 on State Civil Apparatus states that every ASN has the right and opportunity to develop their competence. This development process is based on qualifications, competence levels, performance assessment results, and the needs of the respective government institution.

The competencies in question include technical competencies assessed through knowledge, skills, and observable attitudes or behaviors that can be improved, in accordance with their respective duties. The assessment and development of ASN competence are essential, as adequate skills enable ASN to contribute positively to team and organizational performance. This principle applies in both the private and public sectors.

Law No. 5 of 2014 further states that each ASN is entitled to opportunities to enhance their competence. This effort considers individual qualifications, competency levels, performance evaluation results, and institutional needs. The competencies include: Technical Competence: assessed through observable and improvable knowledge, skills, and attitudes directly related to job duties; Managerial Competence: includes leadership and unit management abilities using similar indicators ; And, Socio-cultural Competence: refers to the ability to interact with diverse communities in terms of religion, culture, ethnicity, behavior, national insight, and moral values, which must be possessed to perform duties and responsibilities optimally.

Competency development is a shared responsibility among all organizations, including government institutions that hold the authority for ASN HR development. According to the State Administration Agency Regulation No. 10 of 2018 on Civil Servant Competency Development, the process includes: Needs identification: analyzing performance gaps, organizational challenges, or leadership directives.; Training method selection: such as workshops, training, or seminars, tailored to the identified needs; Time and budget planning: systematically prepared to ensure proper implementation based on a set curriculum.; Training material determination: includes content selection, instructors, and alignment with participant needs and expected outcomes. And, Implementation evaluation: conducted post-activity to measure effectiveness and identify constraints for future improvements. With systematic and evaluative management, ASN competency development can be optimally implemented and directly contribute to organizational performance improvement.

At RSUP Dr. Sitanala, ASN competency development is a key focus in supporting professional and quality public service. The hospital consistently encourages staff to

continue learning and developing through internal training, workshops, seminars, and further education.

Each year, there are need-based training programs—both technical (e.g., medical and nursing skills) and non-technical (e.g., public service, stress management, effective communication). In addition, a transparent performance assessment system helps ASN and other employees understand areas needing improvement. Training can then be targeted more personally and precisely.

RSUP Dr. Sitanala's management also encourages ASN staff to participate in online training through platforms such as ASN e-learning or collaborations with other training institutions. This is especially helpful given the demanding nature of hospital work. Management's support for competence development is not just formal. There is a genuine spirit to make ASN at RSUP Dr. Sitanala not only professionally skilled but also empathetic and full of integrity in service. By continuously developing themselves, ASN competencies not only meet the demands of the times but also strengthen public trust in healthcare services.

Online learning at RSUP Dr. Sitanala Tangerang has become an increasingly used method, especially since the pandemic. Today, online learning is not just an alternative but a part of an effective and flexible learning strategy for ASN. Training is organized internally by the hospital or through collaboration with the Ministry of Health, LAN, or ASN learning platforms like BPSDM e-learning or SIPKA. Materials vary, from technical competency development in medical fields to soft skills like leadership, professional ethics, and excellent service.

The advantages of online learning include time flexibility. ASN can adjust learning schedules without leaving their service duties. Some training can even be re-accessed if needed, allowing for deeper understanding. Although there is no physical interaction, most online classes include interactive discussions, Q&A forums, and assessments to ensure participant understanding. These features help ASN feel engaged and motivated.

Challenges such as unstable internet connections or technical difficulties remain part of online training, as seen elsewhere. However, overall, online learning at RSUP Dr.

Sitanala is quite effective and greatly aids continuous ASN competence development, especially in keeping up with changing demands.

The case study at RSUP Dr. Sitanala shows that online learning is effective when supported by: Evaluation systems: Each learning program should be evaluated in terms of participant satisfaction, material effectiveness, and impact on performance. This allows continuous improvement of online learning systems. Example: training recaps and 6-month evaluations.

Technological support: Not all ASN are familiar with digital technology, especially those who do not use computers daily. It is important to choose or develop learning platforms that are accessible, user-friendly, and not confusing. Internet access and supporting devices for online training delivery significantly motivate ASN to enhance their competence through online learning. Example: integrated information systems.

Motivational support from management: Management motivation can take the form of recognition for active participants who complete training. For example, certificates recognized in SKP or considered in career development.

CONCLUSION

Online learning is effective in improving ASN competence, especially when supported by clear regulations, adequate infrastructure, and continuous evaluation.

Overall, online training at RSUP Dr. Sitanala Tangerang has run quite well and provides real benefits for improving ASN competence. Although it initially served as an emergency solution during the pandemic, online learning has now become an important part of sustainable HR development strategies.

Online training allows ASN to continue learning without leaving their service duties. With flexible time and easier access, many employees find it helpful in developing skills, both in medical technical areas and supporting abilities such as communication, professional ethics, and public service.

The most tangible benefit is more evenly distributed knowledge among employees, as all ASN have equal opportunities to attend training—without space or location

limitations. In addition, online training encourages the growth of a self-learning culture among ASN, which is highly needed in today's digital era.

However, to maximize its benefits, online training must still be accompanied by mentoring, continuous evaluation, and support from management. This way, online learning will not merely be a formality, but truly become an effective tool to improve the capacity and professionalism of ASN at RSUP Dr. Sitanala.

Recommendations for other government and public institutions need to strengthen technological infrastructure for online learning. Training evaluation should be more outcome-based (impact on performance). There is a need for inter-agency collaboration to share learning resources.

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