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BLENDED LEARNING METHOD TO ACCELERATE HUMAN RESOURCE CAPACITY DEVELOPMENT PROGRAM FOR SPATIAL PLANNING IN INDONESIA: CHALLENGE AND OPPORTUNITY

Agustyarsyah, Mulyadi, and Kariyono, Indonesia

Ministry of Agraria Affairs and Spatial Planning / National Land Agency
INDONESIA

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OUTLINE[●]

01. **Overview**
02. **Research Methods**
03. **Results and Discussion**
04. **Conclusion**

01. OVERVIEW

Why is Spatial Planning Needed?

« The Job Creation Law and Government Regulation No. 21 of 2021 are strategic steps by the government to overcome investment and job creation problems, one of which is due to overlapping spatial arrangement arrangements. »



The Limited Space

The size of the space available on earth has never increased.



The Human Population Is Increasing

The population continues to increase



Unrestricted Human Activity

Space accommodates all human activities, in work, residence, recreation to final resting (Public Cemetery)



The Lack Of Space For Animals And Plants

Animals and plants also need space



Organizing Activities Around Disaster-Prone Areas

With RTR, people can anticipate development and activities around disaster-prone areas

Principles of Spatial Planning



Cohesiveness; suitability, harmony, and balance; continuity; usability and effectiveness; openness; togetherness and partnership; protection of public interest; legal certainty and justice; and accountability.

Spatial Planning Purpose



- Create harmony between the natural environment and the built environment,
- Create coherence in the use of natural resources and resources artificially combined with human resources, and
- Realize the function of protection by preventing the negative impact on the environment due to the usage of space.

Conditions Before and After the Reform of Spatial Planning

ISSUES BEFORE THE JOB CREATION LAW AND GOVERNMENT REGULATION NUMBER.21 OF 2021



Spatial planning products (RTR) were **only owned and stored by the government** in physical form (hard copy), so **spatial planning seems to hinder investment**



People and investors who want to access RTR information must come directly to government offices and go **through a long and complicated administrative process**



The process of issuing permits seeks to be **complicated and not transparent**



Resulting in many **cases of overlap** in space use

EXPECTED CONDITIONS AFTER THE JOB CREATION LAW AND GOVERNMENT REGULATION NUMBER. 21 OF 2021



RTR **products have been published** by the government through various platforms



The public and related parties can **utilize RTR information online**



The RTR product platform is also **connected to the licensing service portal**, so that the business and non-business licensing processes become **faster and more transparent**



Business licensing that has been issued is a **consideration in improving the quality of RTR.**

STRATEGIC POLICY

MINISTRY OF AGRARIAN AFFAIRS/NATIONAL LAND AGENCY 2025



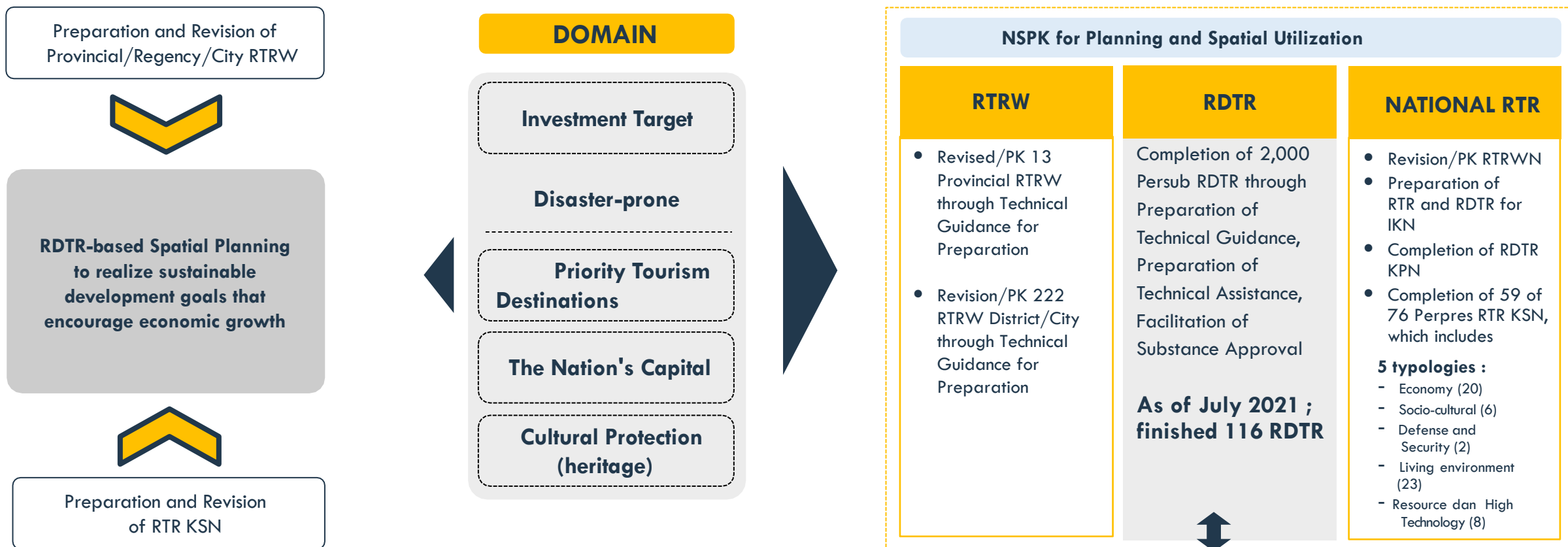
Dr. Sofyan A. Djalil, S.H., M.A., M.ALD

Minister of Agrarian and Spatial Planning/ Head of National Land Agency

"The Central Government will continue to supervise and encourage the preparation of the Spatial Detail Plan, although the preparation of the RDTR is the authority of the Region".



DJTR STRATEGIC PLAN 2020 – 2024 PROGRAMMING FRAMEWORK



(adopted from Dirjen Tata Ruang ATR/BPN,2020)

Synchronization of Spatial Plans with Development Plans
(Sector, RPJPN, RPJMN, RKP, RPJPD, RPJMD, RKPD)

02. RESEARCH METHODS

Methods

Qualitative Descriptive
(Yunus 2010)



Data

Primary Data :

- Participants' Evaluation Results
- Organizing Training
- Field Observation

Secondary Data :

- Attendance Lists Of Participants
- Documentation Of Activities



The Data Analysis Technique

Qualitative And Quantitative Descriptive



- A **qualitative description** to describe the implementation of the program to accelerate human resource capacity development in the field of spatial planning in Indonesia using blended learning methods.

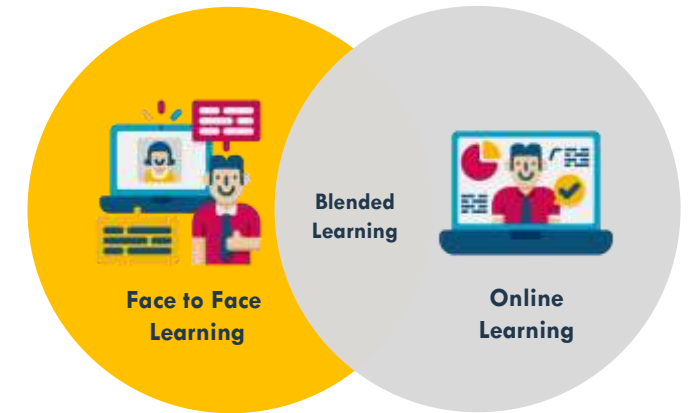
- The data from the evaluation of participants, implementation, and teachers is further processed in the form of **tabulation and presented in the form of graphs.**

03. RESULT AND DISCUSSION

BLENDED LEARNING METHOD (I)

1 **Blended Learning** in general, is a learning method that combines classical (**face-to-face**) methods with learning methods that use **online media (e-learning)**. Blended learning practices will facilitate both 'same-time different-place' and 'different-time different-place' types of interactions (Aditya, 2020).

2 The implementation of **learning with the blended learning method** depend on five keys to success, namely live event, self-paced learning, collaboration, assessment and performance support materials Carman (2005).





QUANTITY



QUALITY



EFFECTIVENESS

HR Breakthrough

- Online education, through e-learning;
- Marathon training for RDTR compilers (by PPSDM & non-government education and training institutions);
- Increased competence and certification of Spatial Planner HR;
- Addition to the functional position of spatial planning (Inpassing Method, Functional Position of Spatial Planning Training)
- Involvement of Universities and Students in the Independent Campus Certified Internship (MBKM) program at the Central Government and Regional Governments to support the completion of the RDTR

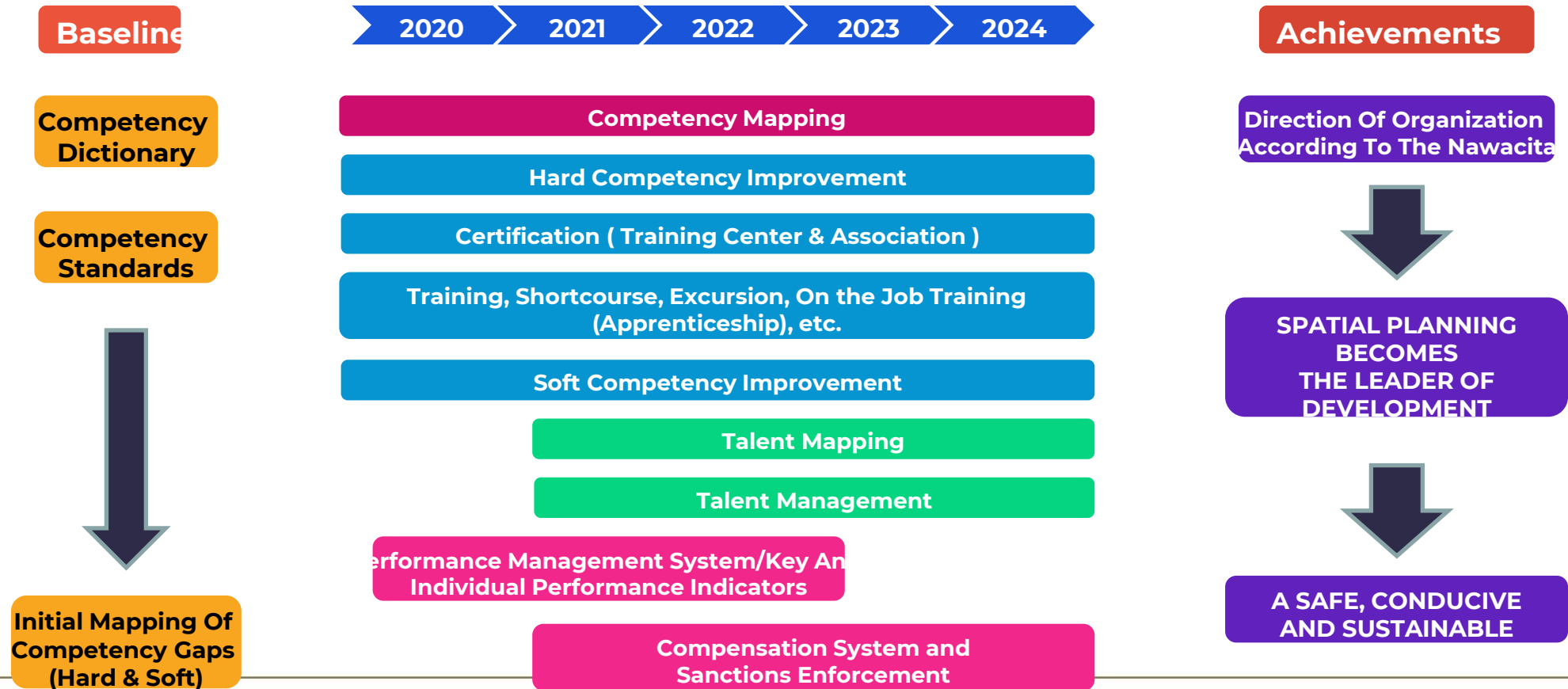
Technology Breakthrough

- Digitization of spatial plans;
- The use of the application in the analysis of spatial plans; and
- Use of big data

Institutional Breakthrough

- Strengthening spatial integration in Regional Office/Land Office;
- Strengthening coordination with the Ministry of Home Affairs, KLHK and BIG in the context of debottlenecking the completion of the RDTR;
- Alternative RDTR financing schemes in the regions;
- Formation of spatial planning forum;
- Strengthening the role of universities and professional associations in the preparation of the RDTR; and
- The use of RDTR as a basis for licensing and granting land rights.

SPATIAL PLANNER HR ROADMAP (2022-2024)



POTENTIAL DEVELOPMENT SPATIAL PLANNING

MECHANISM

- The development of the Spatial Planning Functional Position for the State Civil Apparatus (ASN) is **carried out in accordance with the provisions of the legislation.**
- The development of **professional spatial planners is carried out through:**



Professional education by higher education institutions in accordance with the provisions of the Act



Continuous professional development by the Regional and City Planning Professional Organization (PWK)



Competency certification of experts in the field of spatial planning based on competency standards and procedures in accordance with the provisions of the Law



Spatial Planning License by the Minister of ATR/BPN and further regulated by a Ministerial Regulation

HUMAN RESOURCE BREAKTHROUGH APPROACH

ACHIEVEMENT TARGET: ± 2.000 SPATIAL DETAIL PLAN (RDTR)



Accelerate the RDTR preparation process and maintain RDTR quality by setting competency standards for RDTR compilers through HR expertise certification.

BASIC LEVEL RDTR

After participating in this training, the training participants are able to understand the contents and procedures for the Preparation of a Detailed Spatial Plan in accordance with applicable regulations

e-learning method

MIDDLE LEVEL RDTR

After participating in this training, the training participants are able to prepare a Detailed Spatial Plan in accordance with applicable regulations

blended- learning method

Expertise Certification as a requirement to become the RDTR Drafting Technical Team

Participants

- **state civil apparatus** and **non-state civil apparatus** whose functions are related to **the field of spatial planning**
- **Stakeholders** related to spatial planning
- Have a minimum educational background of a bachelor's degree in all fields of study
- For middle-level RDTR training participants, they must have passed the basic level RDTR training

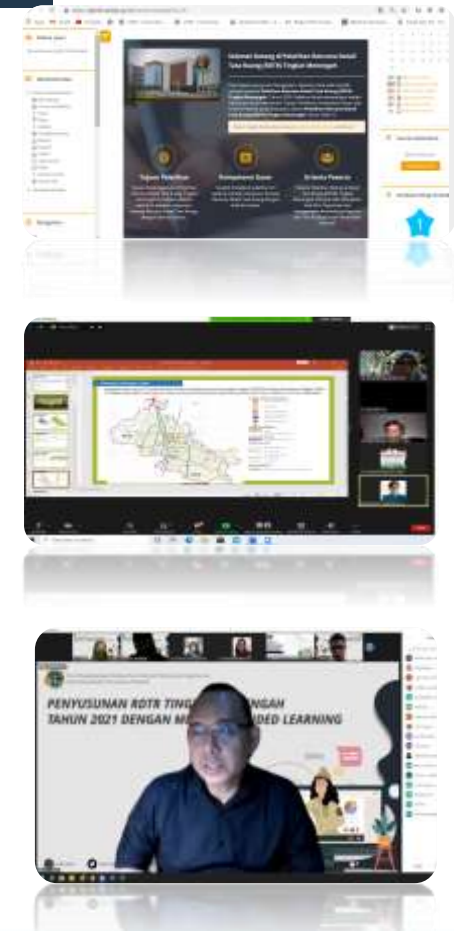
Basic RDTR Learning Stages

- Ensuring Participants Can Login in LMS ppsdm.atrbpn.go.id
- E-Learning in LMS ppsdm.atrbpn.go.id By Schedule
- Participants Get E-Ticket Can take the Competence Test with CBT.



Intermediate RDTR Learning Stages

- Ensuring Participants Can Login in LMS ppsdm.atrbpn.go.id
- E-Learning in LMS ppsdm.atrbpn.go.id By Schedule
- Distance Learning in LMS ppsdm.atrbpn.go.id By Schedule
- Results Seminar Via Video Conference di LMS ppsdm.atrbpn.go.id



TRAINING PARTICIPANTS

The criteria for basic level RDTR training participants are as follows:

- State civil apparatus whose functions are related to the field of spatial planning;
- Stakeholders related to the field of spatial planning;
- Have a minimum educational background of a bachelor's degree.



The criteria for the Intermediate RDTR training participants are as follows

- 1 **Have attended**
Basic Level RDTR Training or training related to RDTR or;
- 2 **Have to experience**
in the preparation of Detailed Spatial Plans for at least 2 years;
- 3 **Minimum education**
is a bachelor degree.



BASIC COMPETENCIES

BASIC LEVEL RDTR

"After participating in this training, trainees are able to understand the content and procedures for preparing spatial detail plans in accordance with the applicable provisions".

BASIC COMPETENCIES

INTERMEDIATE LEVEL RDTR

"After participating in this training, training participants were able to draft a Spatial Detail Plan (RDTR) properly and correctly"

TRAINING CURRICULUM

BASIC RDTR TRAINING

1 Lesson Hour = 45 Minutes

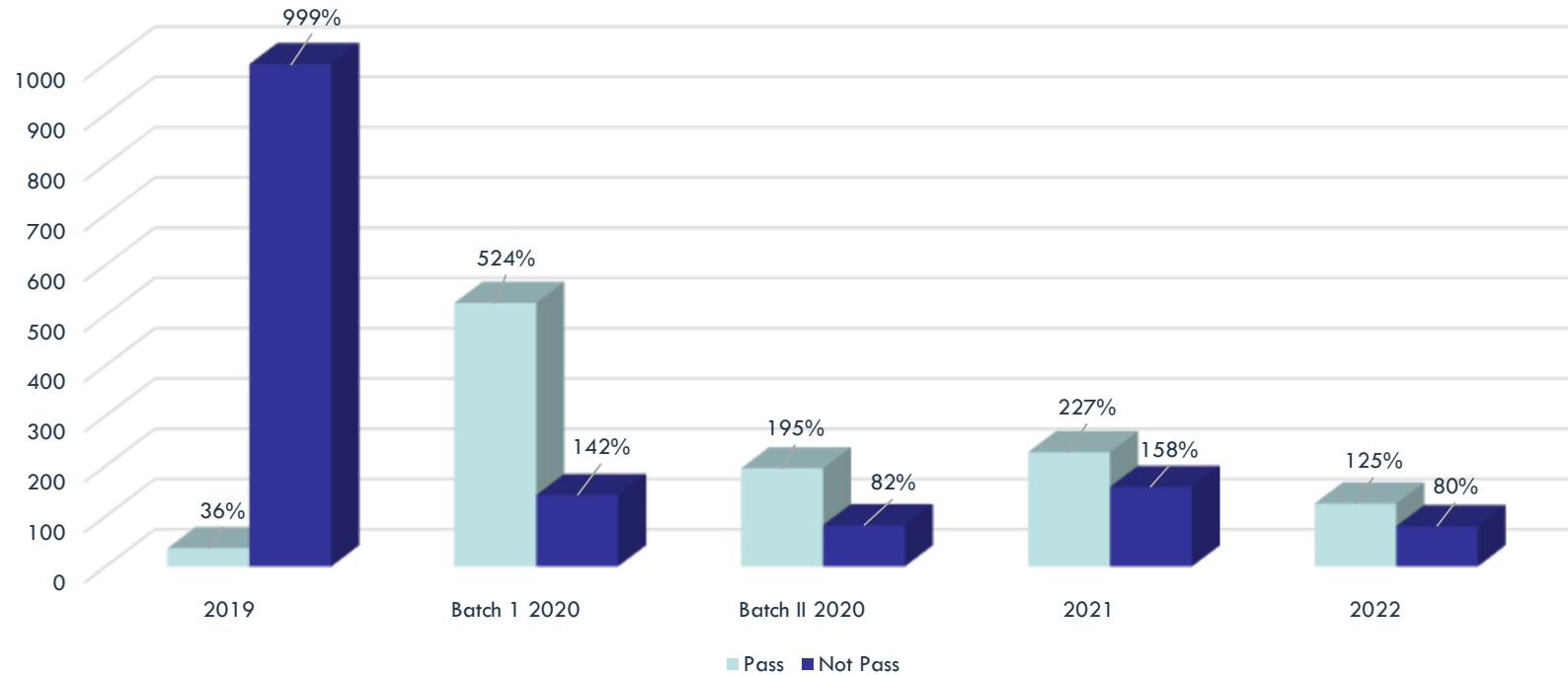
No.	Training Course	E-learning Lesson Hours	Synchronous Lesson Hours
1.	Introduction RDTR	2	2
2.	Introduction of Loads and Procedures RDTR	10	2
3.	Compilation Analysis RDTR	8	2
4.	RDTR Map dan Database	18	2
5.	Capita Selecta Land	3	2
6.	Lecture on Institutional Substantive Technical Content (Introduction to Spatial Planning)	-	2
7.	Training Policy Overview	-	2
8.	Computer Based Test Exam	3	-
Total		44	14

INTERMEDIATE RDTR TRAINING

No.	Training Course	E-learning Lesson Hour	Distance Learning Lesson Hour		Total Lesson Hour
			Learning Bridging	Face-to-face	
1.	Introduction to Intermediate RDTR	3	2	-	5
2.	RDTR Data Collection and Compilation	4	5	-	9
3.	RDTR Data Processing and Analysis	10	20	30	60
4.	RDTR Concept Formulation	10	5	40	55
5.	Finalization of RDTR	1	4	-	5
6.	Building Learning Commitment	3	-	-	3
7.	Lecture on Institutional Substantive Technical Content (Introduction to Spatial Planning)	-	-	3	3
8.	Training Policy Overview			2	2
Total		31	36	75	142

EVALUATION OF TRAINING FOR THE PREPARATION OF THE **BASIC RDTR**

Evaluation of Training for the Preparation of the Basic RDTR



INHIBITING FACTORS AND SOLUTIONS IMPLEMENTATION OF BASIC RDTR TRAINING

INHIBITING FACTORS

1. Participants **who are less than optimal in self-study** are caused by poor time management with routine work and unstable network conditions;
2. The level of understanding of participants is low because **there are no synchronous activities** in the context of rounding up the material;
3. Lack of intense communication between participants and committee (**no whatsapp group**);
4. The case study discussion **was not carried out**.



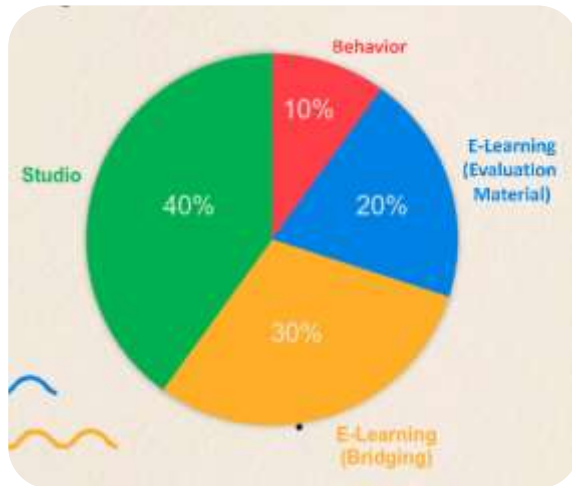
SOLUTIONS

1. The committee ensures the **motivation of participants** in participating in the training;
2. b. The level of understanding of participants is high because **there are synchronous activities** in the context of rounding up the material for each training subject;
3. Communication between participants and the committee went smoothly with the **WA and Chat groups on the LMS application**;
4. A case study discussion **was conducted**.
5. The development of **LMS and CBT makes it easier for participants** to follow the learning

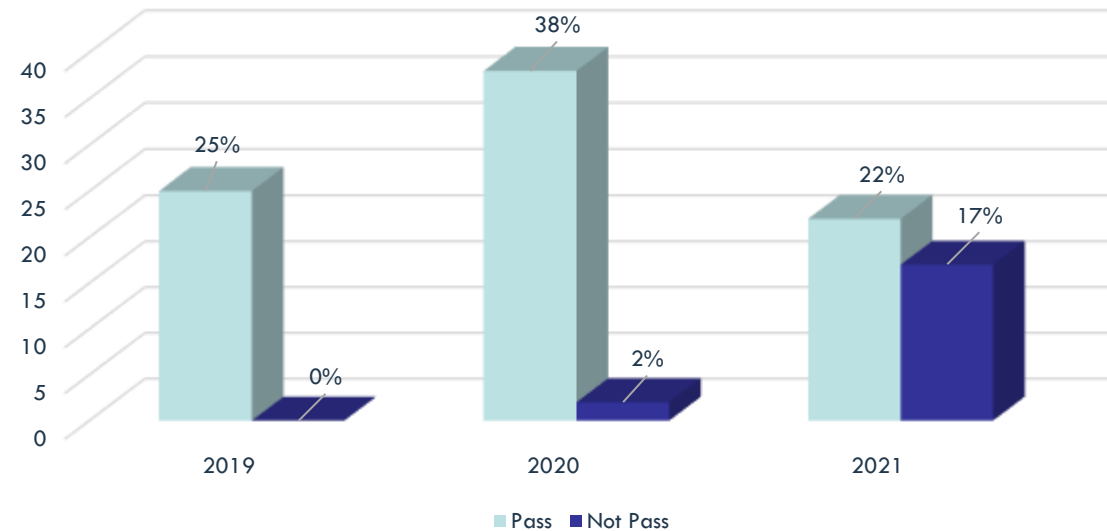


EVALUATION OF TRAINING FOR THE PREPARATION OF THE INTERMEDIATE RDTR

Assessment Composition



Evaluation of Training for the Preparation of the Intermediate RDTR



INHIBITING FACTORS AND SOLUTIONS IMPLEMENTATION OF INTERMEDIATE RDTR TRAINING

INHIBITING FACTORS

1. Learning materials **have not been updated** with the latest guidelines and legislation;
2. Learning materials delivered through **modules, videos, instructors and LKP are not yet in sync** with the RTR builder;
3. The structure of the learning material is **not following the learning objectives**;
4. Still **burdened with routine office work**;



SOLUTIONS

1. Modules and learning media **are reviewed** so that it is easier for participants to understand the existence of these interactive learning modules and media;
2. Learning **materials in modules and media need to be updated** with the latest guidelines and laws so that the material remains relevant;
3. The preparation of the **module needs to involve experts or practitioners in the field of spatial planning** so that the learning materials are more comprehensive and of high quality;
4. The development of the **LMS Pinter and PPSDM CBT makes it easier** for participants to follow the lessons;
5. Need **to be freed** from routine office work..



04. CONCLUSION



- Acceleration of the process of preparing RDTR and maintaining the quality of RDTR is carried out by establishing standards of competency of RDTR constituents through certification of HR expertise with Basic RDTR training, one of which is by e learning method and Intermediate RDTR with blended learning methods.
- Advantages of e-learning and blended learning methods: Saving budget and flexibility can be implemented anywhere.
- The objectives of Basic RDTR training are expected after participating in this training participants are able to understand the content and procedures for preparing RDTR in accordance with applicable provisions.
- The purpose of the Intermediate RDTR Training is expected after participating in this training, participants are able to compile the RDTR concept properly and correctly so that it can help accelerate the completion of the Regency / City RDTR from each participant.





THANK YOU

CONTACTS

AGUSTYARSYAH

Human Resource Development Center
Ministry of Land Affairs and Spatial Planning / National Land
Agency
Jl. Akses Tol Cimanggis Cikeas Udik, Gunung Putri, Bogor, Jawa
Barat, 16966
INDONESIA

Email: agustyarsyah@atrbtn.go.id / agustyarsyah1108@gmail.com

Web site: www.ppsdm.atrbpn.go.id

