



The Effectiveness of Blended Implementation Learning in Candidate Basic Training Civil Servants in the Agency Resource Development People of Central Kalimantan Province

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Abstract

As the rapid development of Science and Technology, especially in the Millennial Era, this certainly influences the learning methods used in the world of education. Blended Learning with an e-learning approach is increasingly being encouraged to answer the challenges of the accelerating global era through programs that are considered fast, efficient with targets that seem to penetrate time and space. So it is slowly starting to shift the face-to-face method which some groups still consider to be an effective learning process. This article wants to examine how the blended learning method is approached in the learning process for prospective civil servants at the Human Resources Development Agency of Central Kalimantan Province



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INTRODUCTION

The appointment of a Civil Servant is carried out through a series of rigorous and transparent selections. Every individual who passes the selection process cannot immediately be declared as a Civil Servant (PNS) but is still considered a Prospective Civil Servant (CPNS). Before being appointed as an ASN, CPNS are required to attend training or what is known as Basic Training as stipulated in Law No. 5 of 2014 concerning State Civil Apparatus (ASN) in Article 63 paragraphs (3) and (4). This law mandates that Government Agencies must provide integrated education and training for CPNS during a one-year probationary period. Basic Training for Prospective Civil Servants (LATSAR CPNS) is pre-service education and training conducted integratively to build moral integrity, honesty, nationalism and patriotism, excellent and responsible character, and to strengthen professionalism and field competencies. The aim of Basic Training for CPNS is to develop CPNS competencies in an integrated manner. Competence is measured based on the ability to demonstrate national defense attitudes and behaviors; actualize the core values of civil servants in the performance of their duties; actualize the position and role of civil servants within the framework of the Unitary State of the Republic of Indonesia; and demonstrate the mastery of technical competencies needed according to their field of duty. Integrated means that the implementation of Basic Training for CPNS combines classical and non-classical training; and socio-cultural competencies with field competencies (LAN Regulation No. 1 of 2021).

With the amendment of LAN Regulation No. 10 of 2021 concerning Amendments to LAN Regulation No. 1 of 2021 on Basic Training for CPNS, there are three patterns that can be chosen by related agencies regarding its implementation model: 1.

Classical Training, 2. Blended Learning (a combination of classical and non-classical learning), 3. Distance learning (in emergency or certain situations). With the emergence of the COVID-19 pandemic that began spreading in Indonesia since early 2020, adjustments were made, including the use of digital media in learning activities. One alternative solution that can be implemented to continue Latsar CPNS learning activities is the application of blended learning, which combines classical and non-classical learning.

In this research, the researcher was inspired by several previous studies, both in the context of online learning and hybrid learning such as Blended Learning applied to education and training during the COVID-19 pandemic. Yuyu Yuningsih's research (2021) found that the quality and continuity of E-Learning implementation were quite capable of playing a role in the competency development process of LATSAR CPNS participants but there still needs to be improvements in the E-Learning application to enhance the Blended Learning training pattern. Based on the results of Agung Suharsono's research (2020), entitled "Online Learning of LATSAR CPNS From Home During the COVID-19 Pandemic," it was found that whole-of-government learning in the implementation of LATSAR CPNS From Home during the COVID-19 pandemic had the advantage of using a variety of methods, which were interesting and enjoyable, as well as honing quick thinking skills in searching for and finding answers. Agung Suharsono's research (2020) also found that the Blended Learning process shows that this learning method heavily relies on the availability of internet networks. Another study conducted by Ratri Nur Rohmah (2021) to see the effectiveness of E-Learning basic training for Prospective Civil Servants at the Cyber and Encryption Agency showed that e-learning basic training for CPNS can run effectively. Another study by Musfarita Affiani (2020) entitled "Effectiveness of Basic Training (LATSAR) Implementation for CPNS Class III Batch III Based on E-Learning in Tanjung Jabung Barat Regency" showed that online learning implementation was effective in terms of facilitator readiness, application usage ability, response, and the benefits obtained. Another study by Arif Efendy (2021) on the application of the Blended Learning model in basic training for CPNS in Central Java Province showed that 70 respondents, all of whom were participants in the Basic Training for CPNS, felt satisfied and enjoyed the Blended Learning model in the Basic Training for CPNS.

Meanwhile, the main focus in e-learning according to Chusna (2019) is the students or learners, where students are required to be independent in a certain period, responsible in their learning implementation, and "forced" to play a more active role in their learning. This is very different from conventional teacher-centered learning where the teacher is considered the source of knowledge or someone who knows everything and is tasked with imparting knowledge to students or learners. The E-Learning learning method as stated by Malik et al. (2017) that online technology becomes an opportunity in learning because it can be accessed maximally by participants anytime and anywhere. Another advantage of e-learning is that it can be followed by a large number of participants. This learning also has the convenience of utilizing resources. Other benefits that can be obtained from the implementation of e-learning as stated by Pranoto (2009) include:

- a. Improving participants' absorption of the taught material;
- b. Increasing active participation of participants;
- c. Enhancing participants' independent learning abilities;
- d. Enhancing the quality of education and training materials;
- e. Improving the ability to present information with IT devices, which is difficult to do with regular devices.

E-learning not only provides positive value to participants but also offers convenience to teachers. Teachers receive various new facilities in delivering materials or sharing information. Additionally, teachers can present materials more interestingly with the help of technology. Each stakeholder involved in e-learning can optimally benefit from it if they can understand the characteristics of e-learning well. Considering the advantages and benefits of e-learning, BPSDM Central Kalimantan Province has implemented the Blended Learning model in the implementation of basic training for CPNS starting from the enforcement of PPKM due to COVID-19 until now, based on the amendment to LAN Regulation No. 1 of 2021 on Basic Training for CPNS, by combining conventional learning and the application of computer technology in the form of blended learning. Latsar CPNS became a pilot project applying the blended e-learning model by utilizing the Learning Management

System (LMS) and other media and applications to support the learning process. The learning model applied in Latsar CPNS is different from the previous implementation, but it is hoped that the learning can run effectively. Therefore, the ongoing implementation of Latsar CPNS needs to be evaluated to determine its success. The results of the evaluation can then be used as input for decision-making in the implementation of Latsar CPNS in the future to comply with Law No. 5 of 2014 concerning State Civil Apparatus (ASN) in Article 63 paragraphs (3) and (4) (Basic Training (LATSAR) CPNS 2021) where Basic Training for Prospective Civil Servants (LATSAR CPNS) is pre-service education and training conducted integratively to build moral integrity, honesty, nationalism and patriotism, excellent and responsible character, and to strengthen professionalism and competencies.

METHODOLOGY

The data analysis used in this research is qualitative analysis conducted during the data collection process and after data collection in a certain period. The technique used for data analysis in this study is descriptive technique or more specifically using the interactive method. The data analysis model used by the researcher is the interactive model of Miles, Huberman, and Saldana (2014: 12-14). The components in the data analysis by Miles, Huberman, and Saldana (2014: 12-13) are as follows:

- **Data Condensation**

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that approximates the entire part of written field notes, interview transcripts, documents, and empirical materials. In conclusion, this data condensation process is obtained after the researcher conducts interviews and obtains written data in the field, which will later be sorted to get the research focus needed by the researcher.

- **Data Display**

Data display is an organization, unification, and conclusion of the information. Data display also helps in understanding the research context by conducting more in-depth analysis.

- **Conclusion Drawing**

Conclusion drawing is carried out by the researcher from the initial data collection process, such as finding patterns that have no regularity, noting explanations' regularities, and cause-and-effect flows, which eventually summarize all the data obtained by the researcher.

From the above explanation, it can be concluded that the research used in this study is descriptive qualitative. As stated by Sugiyono (2012), qualitative research methods are research methods based on postpositivism philosophy, usually used to examine natural objective conditions where the researcher acts as the key instrument. Here the researcher attempts to clarify by using theories that have been tested for success, then the researcher analyzes these new findings so they become clear by using data analysis components, namely data condensation, data display, and conclusion drawing.

Meanwhile, descriptive research is a method that functions to describe or provide an overview of the object being studied through the data or samples collected as they are, without performing analysis and drawing general conclusions. In this study, the author collected data from various sources, both primary and secondary data. Primary data were collected through observation, interviews, and surveys. Secondary data were obtained through literature studies and documents. The observation activities were conducted by the author during the learning process. This observation not only focused on the participants' achievements in terms of knowledge development but also on the achievement of skills and attitudes shown. Another method used to enrich the data in this research was conducting interviews. The author conducted interviews with participants, organizers, and Latsar CPNS managers as sources. To obtain other more in-depth information, the author conducted interviews with the organizers to gather additional supporting data. In this study, the author conducted interviews with Latsar CPNS participants who had implemented the blended learning model during their Latsar CPNS. The total number of Latsar CPNS participants with the blended learning model was 84 research informants. In data collection, the author distributed questionnaires to all population members or used the sampling method. The medium used for questionnaire distribution was Google Form. The questions in the questionnaire were presented with a Likert scale

model. The level of responses included five levels available as shown in Table 1. Using a Likert scale would make it easier for the author to process and analyze the data. The level of effectiveness can be measured by comparing the predetermined plans with the actual results achieved. However, if the efforts or actions taken do not achieve the objectives or targets expected, it is considered ineffective (S.P. Siagian). There are also explanations that effectiveness means a level of success achieved by an individual or organization using certain methods in line with the goals set. In other words, the more plans that are successfully achieved, the more effective an activity is considered.

The indicators used to measure the effectiveness of learning include the success in delivering the research informants to achieve the set instructional goals, the ability to provide attractive learning experiences, the ability to actively involve the research informants to support the achievement of instructional goals, and the availability of facilities to support the learning-teaching process (Firman, 1987).

Level	Abbreviation
Strongly Disagree	STS
Disagree	TS
Neutral	N
Agree	S
Strongly Agree	SS

Source: Sugiyono (2012)

Next, the collected data is processed using simple tabulation. Tabulation is the arrangement of data in table form. Pabundu (2005) states that the purpose of creating these tables is to simplify the data so that analysis can be easily conducted, leading to clear conclusions. Thus, conclusions about the effectiveness of e-learning implementation in the Basic Training for CPNS can be clearly depicted.

RESULTS AND DISCUSSION

To meet the competency needs of ASN at the training location of the Human Resource Development Agency (BPSDM) of Central Kalimantan Province, the Basic Training for CPNS aims to develop the competencies of CPNS in an integrated manner. Competence is measured based on the ability to demonstrate attitudes and behaviors of national defense; actualize the core values of civil servants in the performance of their duties; actualize the position and role of civil servants within the framework of the Unitary State of the Republic of Indonesia; and demonstrate the mastery of technical competencies needed according to their field of duty. Integrated means that the implementation of Basic Training for CPNS combines classical and non-classical training; and social-cultural competencies with field competencies according to LAN Regulation No. 1 of 2021.

The learning applied in blended learning for CPNS Basic Training is carried out with a combination of various learning methods. One strategy in implementing this learning is to map the material and methods suitable for delivery, namely with the classical method at the Human Resource Development Agency (BPSDM) of Central Kalimantan Province. In practice, blended learning for CPNS Basic Training combines two types of learning: synchronous and asynchronous methods. The synchronous method is conducted face-to-face at specific times scheduled according to the planned learning agenda. The applications used for online face-to-face meetings include Zoom, Google Meet, Microsoft Teams, and similar media. In these online face-to-face sessions, the material is delivered through lectures, discussions, brainstorming, and direct Q&A sessions. Gamification methods are also used during online face-to-face learning, utilizing tools like Kahoot, Quizizz, and Google Forms. This results in participants being more active in the learning activities and feeling more engaged during the learning process.

Meanwhile, the asynchronous method in the CPNS Basic Training is implemented using a Learning Management System (LMS) such as Moodle. Training materials, including modules, presentations, teaching materials, videos, and other learning resources, are uploaded to the application. Training participants can independently study the materials provided by the training instructors at their own pace. When applying the asynchronous method, the learning process experiences both

advantages and challenges. The advantage is the availability of materials that can be accessed by participants anytime and anywhere, providing flexibility. The challenge faced is the less interactive communication between instructors and participants. Additionally, the media used for learning activities include chat media such as Telegram and WhatsApp. These applications are used to facilitate discussions on materials outside the scheduled face-to-face times, allowing participants to continue discussions even outside the set schedule.

Various methods and applications are applied in the CPNS Basic Training to meet the complete learning needs. The fulfillment of these facilities is expected to ensure the learning process runs effectively and the learning objectives are achieved. The effectiveness of this learning can be seen from the data collected during the research. The collected data indicates that blended learning in the CPNS Basic Training can be effectively implemented. This is evidenced by survey results that detail several achievements in blended learning for CPNS Basic Training according to the effectiveness indicators of learning as follows:

A. ACHIEVEMENT OF LEARNING OBJECTIVES

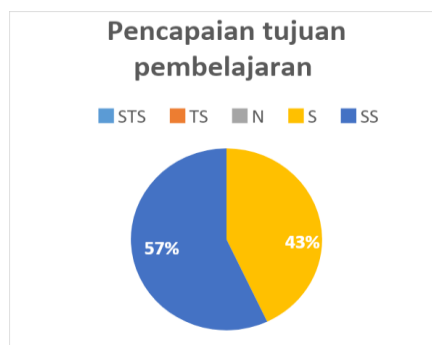


Figure 1. Achievement of Learning Objectives

The learning objectives in the Basic Training for CPNS conducted through blended learning have been achieved. This is evident from the respondent data showing that 57% strongly agree and 43% agree that the learning objectives of blended learning in the Basic Training for CPNS have been met. The blended learning implemented in the Basic Training for CPNS proceeded smoothly without significant obstacles. The activities during the learning process aligned with the established agenda. The achievement of learning objectives is also reflected in other data through interviews, indicating that participants were able to achieve various set learning outcome indicators well. Each competency listed in the curriculum was successfully surpassed at its respective level, from understanding to application. One form of learning objective achievement from the aspect of participants' understanding of the learning material can be seen through one of the assessment activities conducted during the final evaluation of the entire Basic Training for CPNS participants. Here is the qualification of the assessment for the 2023 Basic Training for CPNS participants.

NO	PELATIHAN	KUALIFIKASI			
		TIDAK MEMENUHI	BAIK	MEMUASKAN	SANGAT MEMUASKAN
1	LATSAR CPNS GELOMBANG 1	0	0	132	64
2	LATSAR CPNS GELOMBANG 2	0	0	104	82

Figure 2. Table of Assessment Results

From the table above, all participants graduated with satisfactory and very satisfactory grades. All participants exceeded the minimum score required in the comprehensive exams conducted. The achievement of learning objectives from the knowledge aspect is supported by the advantages of blended learning that are difficult to obtain in classical learning. These advantages include the availability of materials like videos and other data that can be accessed at any time in the LMS. The flexibility in learning time, such as discussions through WhatsApp groups or Telegram, is unlimited. Additionally, the

variety of media used helps reduce boredom and even increase learning motivation. These conveniences stimulate participants to delve deeper into each material they study.

From the skills aspect, participants were able to master this area well. For example, the skills in writing activity actualization plans and actualization activity reports. Participants were able to complete these with a minimum satisfactory grade. Additionally, participants completed every task assigned by the instructors well. Meanwhile, from the attitude aspect, participants demonstrated behavior in line with the expectations in the learning process. The values instilled in the classroom as part of character building efforts were evident in the participants' daily behavior. Observations during online classes showed that participants were always prepared and polite during the learning process. Furthermore, during group task completion, cooperation and mutual respect among participants were evident. Testimonials from mentors also supported the positive behavior of participants during habituation activities at their workplaces. Additionally, the organizers who accompanied the blended learning implementation in the Basic Training for CPNS also gave good ratings.

B. ABILITY TO PROVIDE INTERESTING LEARNING EXPERIENCES

To assess the success of blended learning in the Basic Training for CPNS in providing interesting learning experiences to participants, see Figure 3.

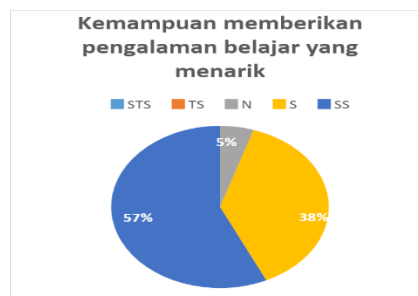


Figure 3. Ability to Provide Interesting Learning Experiences

The condition reflecting interesting learning experiences during the blended learning process is seen from the data, where participants stated 57% strongly agree, 38% agree, and 5% are neutral. This is due to the material being delivered through various and interactive methods. The methods applied in delivering the material were not limited to lectures, which tend to be monotonous and sometimes boring. Other delivery methods like Q&A were also frequently used. Some instructors combined other methods using technology to make the material delivery more engaging, such as games, brainstorming, and group discussions. To deepen understanding of the material, assignment methods like making posters or videos were also applied, reducing boredom during the learning process. Participants also enjoyed when instructors involved them actively through methods like presentations and window shopping. The use of various delivery methods during the learning process made the material understanding dynamic. Furthermore, diverse and interesting learning methods provided new, challenging experiences, making the class dynamic.

C. ABILITY TO ACTIVELY ENGAGE PARTICIPANTS

To assess the success of online learning in actively engaging participants in the Basic Training for CPNS, see Figure 4.



Figure 4. Ability to Actively Engage Participants

The data above shows that 96% of respondents strongly agree and 4% agree that online learning activities successfully involved participants actively. This is because participants were heavily involved in each learning session through various applied learning methods and digital media applications available. Generally, blended learning is conducted through two models: synchronous and asynchronous. Based on observations and interviews, participants preferred the synchronous model over the asynchronous one. Several reasons for this preference include participants' enjoyment of being involved in discussions or brainstorming about the material presented through online face-to-face sessions. Additionally, the material delivered via online face-to-face sessions attracted participants to engage directly in listening to the instructors' explanations and participating in direct Q&A sessions. This is because online face-to-face sessions make the material clearer and more comprehensive, facilitating easy two-way communication between instructors and participants. Another factor that made participants feel directly involved during online face-to-face sessions was the ability to focus and be enthusiastic about learning, leading participants to prefer a larger portion of synchronous learning compared to asynchronous. Participants also felt actively involved through games and presentations. These methods, besides being interesting, compelled participants to take an active role in the learning process. Participants also felt engaged when using various applications like YouTube, Quizizz, Kahoot, and others. Videos watched on YouTube varied and enriched knowledge. During learning, gamification through Quizizz and Kahoot also attracted participants to follow along.

D. ADEQUATE FACILITIES TO SUPPORT THE LEARNING PROCESS

To assess the success in providing facilities supporting the learning process, the author conducted a survey with results shown in Figure 5.

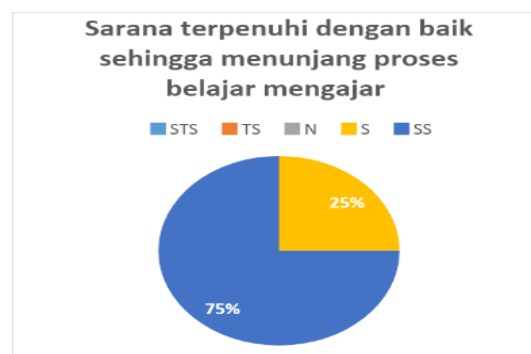


Figure 5. Adequate Facilities to Support the Learning Process

From Figure 5, it can be seen that 75% of respondents strongly agree and 25% agree that the facilities supporting the learning process in the Basic Training for CPNS were adequately provided. These facilities included both physical and non-physical ones.

One of the physical facilities used in blended learning is the space for online teaching. Although this space was not specifically provided, the available space functioned well as a teaching room. Other physical facilities included hardware like computers for instructors and organizers, which were adequately provided despite not being maximal.

Non-physical facilities provided in blended learning included sufficient bandwidth and necessary software or applications for online learning. During the blended learning process conducted at the Human Resource Development Agency (BPSDM) of Central Kalimantan Province, participants used the bandwidth provided by the organizers. For blended learning conducted outside the BPSDM office area, bandwidth was self-provided by instructors, organizers, and participants. However, these needs were generally well met. Meanwhile, software or applications provided for online learning included LMS for asynchronous learning. Other facilities included Zoom and similar platforms for online face-to-face or synchronous sessions. Instant messaging applications like Telegram and WhatsApp were also used to support communication between instructors, participants, and training organizers.

Overall, the blended learning implementation proceeded effectively. However, improvements are needed in some areas, such as providing monitoring facilities for participants' attitudes and behavior. In conventional learning, behavior and attitude monitoring can be conducted by supervisors through morning exercise, roll calls, communal meals, and other daily activities in the dormitory. Besides delivering material through gamification methods, learning needs to be enhanced to increase active participation. Gamification also helps make participants interested and reduce boredom during the learning

process. Another factor to consider in blended learning is participants' health. During the blended learning process in the Basic Training for CPNS, there was no specific agenda for joint exercise activities that could be directly monitored by the organizers. Some participants felt physically exhausted, especially in their eyes, from looking at the monitor for extended periods during the blended learning process

CONCLUSION

Based on the discussion, the author concludes that blended learning in the Basic Training for CPNS was effectively implemented. This is evident from several learning effectiveness indicators met in the training, from the success in helping participants achieve the set instructional objectives, the ability to provide attractive learning experiences, to the ability to actively engage students, thus supporting the achievement of instructional objectives. Other results show that blended learning in the Basic Training for CPNS with the synchronous model was preferred over asynchronous because it helped participants focus and increased their learning motivation. As a recommendation for improving the implementation of blended learning in the Basic Training for CPNS, the author suggests increasing the portion of synchronous learning time and enhancing the variety of material delivery methods, especially those involving gamification. Additionally, the provision of teaching rooms designed for blended learning and sufficient bandwidth during the learning process is necessary.

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