



Analysis of Service Quality and Effectiveness of Implementation of Blended Learning Prospective Civil Servants Basic Training

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Abstract

This study aims to analyze the quality of service and the effectiveness of the implementation of Blended Learning CPNS Basic Training at the BPSDM of Gorontalo Province. This study used a mixed research design conducted in 2024. The sample in this study were 120 Lastar participants in 2023. Qualitative data collection was carried out by conducting interviews, document analysis, and focus group discussions. Quantitative data collection was carried out using a questionnaire given to CPNS basic training participants. Data processing will be carried out using a data description model. The results of data processing will be analyzed descriptively qualitatively with generalizations made. The results of the study indicate that BPSDM of Gorontalo Province can organize Blended Learning CPNS Training well and effectively. Most training participants assessed the training facilities and instructor quality as very good. The challenge of blended learning CPNS Training is the limited face-to-face learning time for in-depth understanding of core value material and character building of participants. The Gorontalo Province BPSDM is needed to continuously improve the learning system and develop instructor competencies. This study analyzes the quality and effectiveness of the blended learning CPNS training program, the first of its kind implemented in Gorontalo Province.

Keywords: Basic Training CPNS, Blended Learning, Effectiveness, Service Quality

1. Introduction

Civil Servants (ASN) play a crucial role in governance, development, and public service (Hidayah et al., 2021). Therefore, upon appointment with ASN, education and training are provided to prepare them for their roles. Education and training for civil servants, also known as state civil servants (ASN), is a process of increasing knowledge and skills that can support their performance in achieving government goals (Sipahutar, 2022).

Based on Government Regulation Number 20 of 2017, every Prospective Civil Servant must attend Basic Training CPNS. Basic Training CPNS is the first major educational bridge for a civil servant before taking office, which has a very important role in shaping the character of a civil servant. Basic Training CPNS as pre-service training, its implementation is carried out in an integrated manner.

The implementation of Basic Training CPNS is carried out face-to-face or classically, which requires participants to be physically present at the training location, and to participate in all series of scheduled activities. Basic Training CPNS aims to build and create civil servants who are moral, honest, have work enthusiasm and motivation, have a spirit of nationalism and nationality, have a superior and responsible personality, as well as professional and competent in their fields (Sriyatun, 2020), (Didih Abidin, 2021).



As a government agency responsible for providing and developing human resource competencies, the Gorontalo Province Human Resources Development Agency (BPSDM) focuses on producing competent and high-quality civil servants. The quality of education and training services is influenced by various factors, including training facilities and services, curriculum, methods, and instructors. Improving the quality of training services is crucial to achieving training objectives (Irma, 2021).

Since 2023, the BerAKHLAK core values have been incorporated into the curriculum for the Civil Servant Candidate (CPNS) training program. These BerAKHLAK core values encompass the following: Service-Oriented, Trustworthy, Competent, Harmonious, Loyal, Adaptive, and Collaborative. These BerAKHLAK core values must be instilled from the moment a civil servant is appointed as a civil servant and are expected to serve as guidelines for civil servant behavior in their work and service to the public (Herwanto & Hutasoit, 2023). Therefore, the Gorontalo Province BPSDM and training institutions in the regencies/cities are focusing on instilling the BerAKHLAK core values.

Budget constraints require the government to adapt to the current situation. Implementing blended learning for CPNS (National Civil Service Candidate) basic training is a breakthrough implemented by the government, specifically the State Administration Institute (LAN), amidst budget constraints and the need for efficiency in education and training for civil servants. However, this efficiency policy is not limited to the education and training sector; nearly all sectors are experiencing its impact (Yuningsih & Wulandari, 2021).

With the development of digital technology and innovation in learning methods, since 2021, the CPNS Basic Training method has changed to a blended learning system. Blended learning is a learning strategy that combines various physical and virtual resources (Mardianti, 2018). The term "blended" refers to the combination of two primary learning methods: face-to-face or classical learning with online learning, with the aim of achieving efficiency and flexibility in the learning process (LAN, 2022).

Blended learning is an alternative to address the weaknesses of online and face-to-face learning, creating an effective, efficient, and enjoyable learning experience for participants (Rahman et al., 2020). The blended learning CPNS training utilizes online learning tools using the Massive Open Online Course (MOOC) method, and participants also utilize a Learning Management System (LMS) developed by LAN. An LMS is a software application for online learning, equipped with features to meet all learning needs (Asiah, 2022). According to Trivedy, an LMS is an integrated and comprehensive system that can be used on e-learning platforms (Larasati, N. A., & Andani, 2019).

In the implementation of the Blended Learning CPNS Training Program, the reliability of the organizers and instructors will influence its quality. Trainers play the role of instructors, guiding and equipping participants with education and training. Trainers, in accordance with their duties, have the responsibility and authority to build the capacity of ASN in government training institutions and therefore must be able to adapt to current developments (Suseno, 2023). Trainers

are also required to create a conducive learning environment so that training participants can achieve the predetermined learning outcomes, including understanding and implementing the blended learning model (Damanik, 2022).

In 2023, the Gorontalo Province Human Resources Development Agency (BPSDM) held the first Blended Learning CPNS Basic Training for three districts and one city, with 120 participants. In this Basic Training, the Gorontalo Province BPSDM was required to provide human resource development services in accordance with the training service standards set by the LAN, particularly in the implementation of CPNS basic training. The success of this blended learning CPNS Basic Training also demonstrates the BPSDM's performance.

The Gorontalo Province Human Resources Development Agency (BPSDM), as the organizer, has maximized its efforts to ensure the smooth and successful implementation of the first blended learning CPNS basic training. However, its service quality and effectiveness need to be questioned, particularly regarding competency achievement, participant interaction, and learning quality.

This study will analyze the service quality and effectiveness of the first blended learning CPNS basic training program implemented by the BPSDM in Gorontalo Province, considering government budget efficiency policies. This research is expected to serve as an evaluation process and provide sound recommendations for improving the quality of civil servant competency development services in the digital era, particularly in the CPNS training program implemented by the BPSDM.

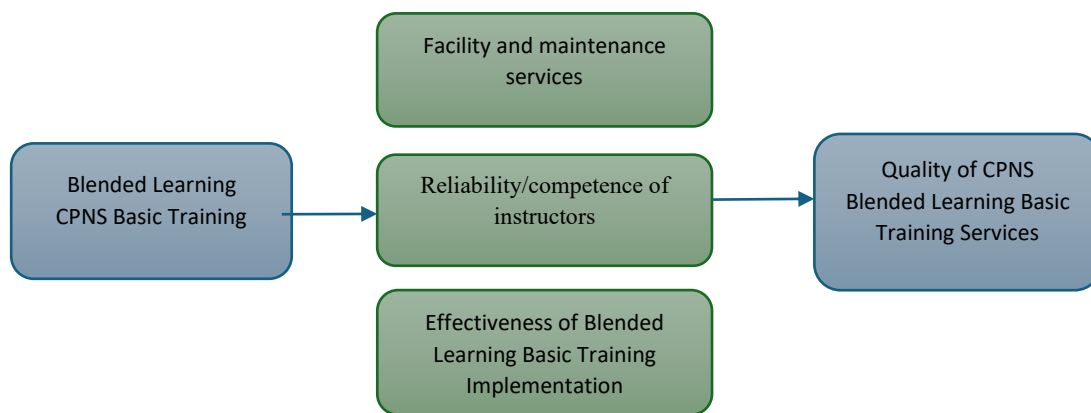


Figure 1. Conceptual Framework

2. Research Method

This study employed a mixed-method research design, that was conducted in 2024 in Gorontalo Province. The population consisted of 120 Lastar participants and sending training institutions from Boalemo, Bone Bolango, North Gorontalo, and Gorontalo City regencies participating in the 2023 basic training program in Gorontalo Province. Due to the relatively small population, saturated sampling was used, with the entire population being sampled.



Qualitative data collection was conducted using interviews, document analysis of training implementation reports, and literacy studies. Informants in this study were the sending institutions for the 2023 basic training CPNS participants and management at the Human Resources Development Agency (BPSDM) of Gorontalo Province. Quantitative data collection was conducted using a questionnaire administered to participants in the 2023 basic CPNS blended learning program in Gorontalo Province.

Data processing will be conducted using a data description model, providing an overview of the distribution and scoring results using the mode calculation or the most frequently occurring points/numbers/assessment indicators. The data processing results will be explained and analyzed qualitatively and generalized. Quantitative data will be analyzed using quantitative analysis. The analysis of both data sets is combined using a qualitative descriptive approach.

3. Results and Discussions

3.1. Blended Learning CPNS Training Facility and Implementation Services

The 2023 blended learning CPNS basic training program at the Gorontalo Province Human Resources Development Agency (BPSDM) will be implemented through a collaborative approach. In this context, districts/cities sending CPNS basic training participants are required to pay the costs of implementing education and training to the Gorontalo Province BPSDM. The cost of the CPNS basic training program is determined by the National Civil Service Agency (LAN).

The efficiency policy minimizes the amount of basic training CPNS costs that must be paid by sending agencies. This situation requires the Gorontalo Province BPSDM, as the organizer of the blended learning CPNS basic training CPNS training program, to be more creative and efficient in managing the training budget, so that the blended CPNS basic training program continues to run effectively.

Fees paid by the sending institution or agency are used to finance the implementation of CPNS basic training. Meanwhile, for the provision of training facilities and infrastructure at the BPSDM of Gorontalo Province, the available maintenance budget is used, as stated by the Secretary of BPSDM of Gorontalo Province, Nurain Abdullah. BPSDM of Gorontalo Province has completed the facilities and infrastructure for the training location located on the BPSDM campus of Gorontalo Province. The Head of BPSDM of Gorontalo Province, Budi Sidiki, emphasized that improving training facilities is an absolute and mandatory thing to do, to create a conducive and comfortable training campus for training participants

Since the implementation of online learning in education and training, the Gorontalo Province Human Resources Development Agency (BPSDM) has continuously made efforts to improve and enhance the systems and technology used. BPSDM Gorontalo Province has provided and improved infrastructure to support education and training activities, including the provision of computer laboratories for use by training organizers and instructors. In addition, it has provided an internet network throughout the BPSDM environment and provided large-capacity generators



to address electricity-related issues. Another infrastructure is the provision of the "Langga" Learning Management System (LMS) as the primary medium for online learning.

The following are the results of user assessments of the training facilities, specifically participants in the 2023 blended learning CPNS training program in Gorontalo Province.

Table 1. Assessment of CPNS Basic Training Participants regarding Training Facilities

Dormitory Facilities	Bad	Enough	Good	Very Good	Total
Cleanliness of the dormitory	0	7 (6,1%)	36 (31,3%)	72 (62,6%)	115 (100%)
Classroom Cleanliness	0	3 (2,6%)	32 (27,8%)	80 (69,6%)	115 (100%)
Completeness of facilities in the dormitory	0	13 (11,3%)	28 (24,3%)	74 (64,3%)	115 (100%)
Completeness of facilities in the classroom	0	9 (7,8%)	32 (27,8%)	74 (64,3%)	115 (100%)
Quality of food and snacks	0	11 (9,6%)	30 (26,1%)	74 (64,3%)	115 (100%)
Suitability of food and snack menus	0	11 (9,6%)	31 (27,0%)	73 (63,5%)	115 (100%)

The research revealed that more participants in the 2023 blended learning CPNS basic training program evaluated the dormitory facilities and food provided by the Gorontalo Province Human Resources Development Agency (BPSDM) as excellent. However, a small number still stated that the dormitory facilities were adequate. This situation requires the BPSDM to further improve services related to dormitory facilities and the provision of food and snacks in future training programs.

An interview with Alan Hadju, Head of the Training Division at the Bone Bolango Regency Human Resources Development and Personnel Agency (BKPSDM), revealed that the training facilities provided by the BPSDM Gorontalo Province adequately meet standards. These facilities include comfortable dormitory spaces, adequate food, and a conducive learning process. This situation demonstrates that the Gorontalo Province Human Resources Development Agency (BPSDM) has provided excellent facilities and food services to the 2023 CPNS basic training participants, despite the existence of a training budget efficiency policy. However, it still needs to be improved, especially regarding the availability of facilities and food during training.

Furthermore, as a collaborative partner in providing and improving the quality of civil servant human resources, the Gorontalo Province BPSDM consistently strives to improve services and provide a swift and appropriate response to ensure optimal training program implementation. Interviews with the sending agencies, namely the Regency/City BKPP (Employee Training Agency), revealed that all parties expressed positive impressions and opinions regarding this collaboration. The collaboration between the Gorontalo Province BPSDM has been implemented not only in the blended learning CPNS basic training but also in other training programs. The

Boalemo Regency BKPP, through its secretary, expressed its satisfaction with the collaboration with the Gorontalo Province BPSDM.

3.2. Reliability and Competence of Blended Learning CPNS Training Organizers and Instructors

One factor influencing the quality of training is instructor competence. The instructors' ability to guide and transfer training materials to participants will significantly impact the success of the training.

In terms of education, instructors at the Gorontalo Human Resources Development Agency (BPSDM) have strong educational backgrounds, with only a few possessing master's degrees. The instructors at the Gorontalo Province BPSDM have also participated in functional training related to the implementation of education and training.

The following is a summary of the 2023 Blended Learning CPNS Training Program participants' assessment of the instructors/instructors at the Gorontalo Province BPSDM.

Table 2. Assessment of CPNS Basic Training Participants towards Teachers/Instructors

Teacher/Instructor	Bad	Enough	Good	Very Good	Total
Mastery of the material	0	1 (0,9%)	35 (30,4%)	79 (69,7%)	115 (100%)
Variations in learning methods used	0	1 (0,9%)	45 (39,1%)	69 (60%)	115 (100%)
Presentation techniques	0	2 (1,7%)	41 (35,7)	72 (64,3%)	115 (100%)
Class management/organization	0	5 (4,3%)	38 (33,0%)	72 (64,3%)	115 (100%)
Use of learning aids	0	5 (4,3%)	36 (31,3%)	74 (64,3%)	115 (100%)
Interaction with participants	0	2 (1,7%)	31 (27,0%)	82 (71,3%)	115 (100%)
Ability to explore participants' potential	0	2 (1,7%)	41 (35,7%)	72 (62,6%)	115 (100%)
Ability to motivate and inspire participants	0	1 (0,9%)	31 (27,0%)	82 (71,3%)	115 (100%)

The table shows that many participants in the 2023 blended learning CPNS training assessed the skills of the instructors/trainers at the Gorontalo Province Human Resources Development Agency (BPSDM) as excellent. Only a small percentage stated that the instructors' skills were adequate. This indicates that the Gorontalo Province BPSDM possesses good competency.

Trainers need to develop their competencies through various means so that their knowledge and skills can evolve in line with the demand for knowledge. In an era of ongoing change, the need to improve the quality and capabilities of civil servants (ASN) is increasingly pressing (Mustamin, 2023). Competency development is essential for instructors to meet current professional



challenges (Irma, 2021). Regarding the shift in education and training models to blended learning, instructors are expected to receive digital training to optimally manage online learning.

The Gorontalo Province Human Resources Development Agency (BPSDM), the only accredited training institution in the province, does not yet have a specific strategy or model for developing the competency of instructors. For instructors at the BPSDM, competency improvement is usually carried out independently by each instructor through training, seminars, and independent study. Joint training is usually carried out if there is a change in the curriculum or learning method in the training implementation that requires special certification in facilitation. The instructors usually attend briefings (briefings) organized by LAN.

Another equally important element in preparing for the blended learning CPNS basic training is the ability of the organizers (Herawati, 2021). The BPSDM of Gorontalo Province must have good management supported by sufficient and reliable technical and operator personnel so that they can manage applications in organizing blended learning training. Therefore, training for technical personnel is also necessary according to the institution's needs (Mustamin, 2023). Technical staff and instructors are expected to assist participants who encounter any issues during the blended learning training. Furthermore, the digital skills of blended learning basic training participants vary, so some may require guidance and time to adapt.

3.3. Effectiveness of Blended Learning Basic Training Implementation

The implementation of CPNS basic training learning is divided into several agendas including the National Defense Behavior Attitude agenda, the Civil Servant Basic Values agenda, the Position and Role of Civil Servants in the Republic of Indonesia agenda, and the Habituation agenda (Rohmah, 2021). In the implementation of blended learning CPNS basic training at BPSDM Gorontalo Province, everything refers to the provisions set by LAN.

According to LAN, blended learning is carried out with 3 schemes, namely: 1) Independent Learning: learning is carried out flexibly from various learning media provided (web-based and applications). During independent learning there is an academic evaluation 1 and an evaluation of attitudes and behavior through trophy collection. The stages are: 1) Participants log in to the MOOC application using NIP; 2) Participants watch the opening video; 3) Participants study the training agenda through various media provided; 4) Participants work on academic evaluations in the form of multiple choice; 2) Distance Learning: with the following stages: Participants log in to the LAN LMS platform after the training institution registers their participants; 2) Participants study the training agenda synchronously and asynchronously; 3) Participants work on academic evaluations in the form of analysis and case studies; 4) Participants carry out a habituation agenda through e-coaching; 5) Participants conduct an actualization design seminar; 6) Participants enter the off-campus phase and carry out PKTBT actualization; here participants are asked to integrate the substance of the training subjects into their daily activities while off-campus; 3) Classical Learning: with the following stages: Participants will be assessed for their attitudes and behavior by the facilitator and through sociometry; 2) Participants will be given in-depth and reinforcement



of the training agenda through lectures, activities oriented towards outdoor activities and the formation of attitudes and behavior in defending the country; 3) Participants conduct an actualization seminar.

Blended learning in the CPNS Basic Training provides participants and facilitators with the opportunity to utilize and optimize both face-to-face and distance learning models. Blended learning training requires participants to be self-aware and motivated to learn independently, as well as actively participate in both synchronous and asynchronous learning. Furthermore, discipline is also expected during both face-to-face and outdoor activities.

The effectiveness of training is greatly influenced by the instructor's readiness, competence, and participant motivation. In the blended learning CPNS training program, the Gorontalo Province Human Resources Development Agency (BPSDM) assigns instructors who have attended training from LAN (National Civil Service Agency). The CPNS training materials are provided in standardized modules provided by LAN. Participants can download these materials directly from the LMS. Facilitators or instructors only provide reinforcement and supplementary materials to support and reinforce the existing material.

In the blended learning CPNS training program, the learning method generally applied, both online and offline, is adult learning or andragogy. The most frequently used methods are games, quizzes, and interactive videos relevant to the training topic.

The ease and smoothness of access to blended learning are influenced by several factors, including: 1) Learning platform: In the implementation of blended learning CPNS training, an LMS from LAN is used, namely <https://kolabjar-asnpintar.lan.go.id>. This LMS is very complete as a learning medium at the MOOC stage in blended learning CPNS training. The BPSDM of Gorontalo Province also has Langga LMS which supports the implementation of Blended learning CPNS training; 2) Connectivity; In the implementation of blended learning CPNS training in 2023, most participants were health workers from community health centers spread across the sub-districts. Some sub-districts still experience difficulties in accessing the internet, and there are even areas that do not have internet coverage at all; 3) Devices; Devices are the most crucial technical element in online learning. These devices also serve as a communication medium for training participants to access the entire teaching and learning process. Online learning can also be followed not only by using a computer (PC) or laptop but can also be done using only a smartphone.

The blended learning model of CPNS training has significant potential and effectiveness, particularly in terms of flexibility, technology utilization, and cost efficiency. The flexibility of this learning model allows participants to participate from anywhere with internet access (Munajatisari, 2014). This model allows participants from various regions to learn independently from their respective workplaces without having to leave their jobs for extended periods.

In terms of competency development, all sending agencies hope that participants in this blended learning CPNS training will not only gain theoretical knowledge but also develop practical skills that can be applied in their respective work environments. These practical skills enable participants to be more proactive and innovative in responding to the dynamics of their work.



The sending agency hopes that this blended learning CPNS training program will produce civil servants who are ready to carry out their responsibilities and contribute fully to their respective regions. As stated by Aditya Wiratama Kristiono, Head of Education and Training, the blended learning CPNS training program can provide valuable learning experiences for participants. Blended learning will improve digital literacy among participants, as well as provide new experiences and knowledge related to the use of information technology, which can later be applied when carrying out their duties as civil servants.

The Secretary of the Gorontalo City BKPP, Rahmat Amiseno, and the Secretary of the Boalemo Regency BKPP, Asni Dj. Nihe, assessed the effectiveness of the CPNS training program in improving skills in utilizing technology. In general, sending agencies positively assessed the effectiveness of the blended learning method. Similar research has shown that the implementation of e-learning is quite effective in improving students' understanding of the training material (Rahman et al., 2020)

However, although the training organizers have maximized their efforts to ensure the CPNS basic training program achieves its intended objectives, technical obstacles are often encountered. Blended learning has weaknesses and challenges that continue to hinder its implementation. One weakness of blended learning, as noted by all informants, is the lack of face-to-face or classroom time for deepening core values and character development in CPNS blended learning basic training participants. This aligns with research conducted on Training Participant Competencies Before and During the COVID-19 Pandemic: A Case Study of CPNS basic training (Yuningsih, Y. & Wulandari, P., Rejeki, 2021).

Furthermore, obstacles encountered in implementing blended learning include limited infrastructure, such as the availability of computers or Android devices, and limited internet access for participants. Akbar Ali Madina, IT operator at the Gorontalo Province Human Resources Development Agency (BPSDM), stated that the most common obstacle experienced by participants during each blended learning session was device issues, as not all participants had adequate, standardized devices. Not all LMS features could be accessed using only a smartphone, or the specifications of each participant's device varied, resulting in varying LMS displays and available features.

Another obstacle faced is unstable internet access in certain areas. During the implementation, some basic training participants even lived in areas without internet access. This is consistent with research on the Analysis of the Effectiveness of E-Learning-Based Learning Systems (Nadhiroh, 2017). This also aligns with research by Arifudin, which states that limited internet access is a significant obstacle in blended learning (Arifudin, 2022).

However, with the implementation of the Blended Learning CPNS Basic Training at the Gorontalo Province Human Resources Development Agency (BPSDM), all participants can still complete the training according to the provisions. Therefore, in providing training services, it is necessary to involve all elements within the Gorontalo Province Human Resources Development Agency (BPSDM), from the highest to the lowest levels. In addition, the involvement of the quality



assurance team at the Gorontalo Province Human Resources Development Agency (BPSDM) must also be further enhanced, so that the performance and quality of training services can meet the specified standards. This is especially true in BPSDM Gorontalo Province's efforts to achieve a higher accreditation grade for training institutions.

4. Conclusion

The results of the study concluded that the blended learning basic training program was well implemented, as evidenced by the participants' assessment of the quality of the training services provided. Most participants rated the training facilities and instructors as good and excellent. The blended learning method of CPNS basic training was quite effective in supporting the achievement of ASN competencies, particularly in terms of flexibility, efficiency, and digital literacy. Training participants were able to adapt to the blended learning method and utilize learning facilities such as LMS, and study without leaving their assignments. Obstacles encountered during the implementation included limited infrastructure, such as devices owned by participants and a good internet connection. For future improvements, a strong commitment from the Gorontalo Province Human Resources Development Agency (BPSDM) is needed to continuously improve the learning system through innovation using available information technology, developing the competencies of instructors and supporting human resources, improving the training facilities and services provided, and conducting evaluations to measure the success of the Blended Learning CPNS basic training program.

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