

Research Horizon

Vol. 2, no. 5, (2022), 543-554

Website: <https://journal.lifescifi.com/index.php/RH/index>

Measuring the Effectiveness of State Civil Apparatus Training

Neneng Rahayu^{1, *}, Adi Suryanto², Andriansyah Andriansyah³, and Erna Irawati¹

¹ Politeknik STIA LAN, Jakarta
10260, Indonesia

² Lembaga Administrasi Negara
Republik Indonesia, Jakarta
10110, Indonesia

³ Universitas Prof. Dr. Moestopo
(Beragama), Jakarta 12250,
Indonesia

* Corresponding author:

Email: neneng.rdown@gmail.com

Received : 2 June 2022

Revised : 3 October 2022

Accepted : 28 October 2022

Abstract

The study discusses the crucial role of training evaluation for State Civil Apparatus (*Aparatur Sipil Negara* or ASN) and how the shift to distance learning methods, particularly during the COVID-19 pandemic, has impacted training effectiveness. The evaluation aims to measure the impact of training on participants' knowledge, skills, and attitudes, as well as its effects on the organizations. The results of the evaluation indicate that distance learning is preferred by alumni due to its flexibility, but there is a need for higher-quality facilitators in delivering content via information technology. Despite the remote nature of training, participants still achieve their intended competencies. The evaluation also assesses the impact of training on participants' behavior and workplace performance. Notably, National Leadership Training Level I and II have a more positive influence on sustainability and work performance when using blended learning, while Administrator Leadership Training, Supervisory Leadership Training, and the Pre-Service Training Program show a stronger impact on sustainability and work performance with distance learning. The findings emphasize the significance of the chosen learning method in shaping training outcomes. This information is valuable for refining training policies to meet the evolving demands of the bureaucracy.

Keywords

ASN training, training evaluation, blended learning, pandemic impact, competence development

1. Introduction

To enhance the capacity of State Civil Apparatus (*Aparatur Sipil Negara* or ASN) human resources, it is imperative that ASN training aligns with stringent quality standards and effectively meets its training objectives (Rahayu et al., 2022). Each training program encompasses several key stages, notably Planning, Implementation, and Evaluation. Evaluation stands as a vital source of information that serves to refine forthcoming training initiatives (Chow et al., 2013). Hence, the significance of conducting evaluations cannot be overstated, as they pave the way for continuous improvements in the planning and execution of training programs.

The National Institute of Public Administration (*Lembaga Administrasi Negara* or LAN) as a training advisory agency, certainly has a measure to continue to develop training programs (Sartika, 2015). Several training programs prepared by LAN, either Managerial Training or Pre-Service Training Programs, are each included in the Post-Training Evaluation policy stipulated in the Regulation on Training Implementation Guidelines. LAN has published several guidelines for conducting leadership training program and pre-service training program. In certain aspects, all these guidelines also provide the Post-Training Evaluation for National Leadership Training Level I (Deputy or Director General Level), National Leadership Training Level II (Central Head or Director Level), Administrator Leadership Training, Supervisor Leadership Training, and Pre-Service Training Program.

Amid In the wake of the devastating COVID-19 Pandemic that has impacted Indonesia, the landscape of training and education has undergone a significant transformation (Dwivedi et al., 2020). This transformation, fueled by advancements in communication and information technology, has necessitated the adoption of innovative methods, with a predominant focus on e-learning and distance learning (Singh, et al., 2021). Recognizing the need for adaptability, the National Institute of Public Administration (LAN) has proactively established a set of policies, providing comprehensive training guidelines. These guidelines offer three distinct training scenarios for consideration: Distance Learning, Blended Learning, and Classical Learning. Distance learning, conducted without physical interaction, leverages remote technology to facilitate training, with trainers and support staff operating within a remote environment.

Blended learning combines the best of e-learning and traditional classroom settings, while classical learning is implemented in regions deemed safe for in-person training (Kaur, 2013). Consequently, the significance of conducting comprehensive evaluations cannot be understated, as they play a pivotal role in assessing the effectiveness and impact of these diverse learning methods (Hecklau et al., 2016). The primary aim of this research is to thoroughly assess and measure the effectiveness of the various learning scenarios introduced by LAN in response to the COVID-19 Pandemic. By critically analyzing the outcomes, strengths, and weaknesses of Distance Learning, Blended Learning, and Classical Learning, this study seeks to provide valuable insights that will shape the future of training during pandemics and beyond. Furthermore, this research is intended to contribute to the broader discourse on the evolution of training and educational practices in a world increasingly defined by technological advancements and digital connectivity.

2. Conceptual Framework

Training Evaluation aims to determine the effectiveness of a training program (Sopacua & Budijanto, 2007; Tan & Newman, 2013). In the implementation of training, evaluation is carried out systematically from data collection to analysis to measure the impact of training, support decision making, document the implementation of training to improve the quality of the training, and provide the methods to determine the quality of training (Basarab and Root, 1992, p. 2). The success of the training is not only measured by the implementation, but also by the outcomes. It is hoped that the competence of the participants will increase after attending the training. Otherwise, it is necessary to review the curriculum and training materials. Basarab and Root (1992) state that the evaluation of a training program should provide information on the benefit and impact of training, the quality of training, improvement and decision making required for improvement, and the measurement of the quality of the training.

Training is a planned and intentional program to improve the competence of the participants (Anderson et al., 2001). There are two domains of competence introduced by Bloom, namely cognitive domain, and affective domain, later complemented by Simpson with psychomotor domain, though it is frequently criticized because this domain is not isolated from one another in practice. For example, almost all cognitive goals have an affective component in them (Kelders et al., 2020; Zhang et al., 2021). However, these three domains remain serving as the reference in determining training goals or objectives. Therefore, training evaluation related to the learning outcomes of the participants usually also refers to the achievements of these three areas of competence. In addition, an increase in the organizational performance of the participants will also be observable following their participation in the training. Basarab and Root (1992) mention that training evaluation is used to identify the achievement of training objectives, not only the training objectives listed in the curriculum, but also the changes in the behavior and performance of the participants as well as the impact on organizational performance, for example financial performance. This Summative Evaluation (Post-Training Evaluation) is included in the Output and Outcome Evaluation to observe the impact of the learning outcomes on the participants as the recipients of the training. It can provide input for improving the training program to achieve training objectives and provide benefits for the participants (Huang & Soman, 2013).

The three domains of competence targeted in training, namely knowledge (cognitive/mental skills), skill (psychomotor/manual/physical skills), and attitude (affective/growth in feelings or emotional areas), or more commonly referred to as KSA, have their own characteristics that frequently require their own approach in delivery in training. In learning, the three domains of competence are interconnected, in the sense that certain types of knowledge regularly accompany certain cognitive processes (Alam, 2020; Rao, 2020). The selected strategy in delivery should pay attention to this connection. Various instructions in learning should accommodate the need to effectively support the achievement of KSA in training. In the world of education, the paradigm in delivery is centered on the student-to-teacher ratio or comparison or selection between project-based learning and lecture-based learning.

Digital transformation in training has a major influence on the existence of paradigms in learning (Bojović et al., 2020; García-Peñalvo, 2021; Hai et al., 2021). Horn and Staker (2015) mention two forms of digital transformation in training as follows: 1) online learning, namely changing instructions in learning from face-to-face teacher to web-based content and instruction

and the participants have the element of control over the learning; 2) blended learning, namely formal learning where the participants learn through online learning supervised learning at the training site to produce an integrated learning experience. These two forms of learning change the learning paradigm, including the relationship between facilitators and participants. For example, the role of lecture/facilitator in lecture-based learning is replaced by an information system, students have high control over the learning, engagement changes from physical to virtual, and other variations that can be found in learning in the current millennial era. Digital transformation in learning provides a new definition of performance, including the performance of training implementation. Generally, performance is associated with advantages such as affordability, convenience, accessibility, or simplicity (Horn and Staker, 2015).

Kirkpatrick (1959) introduced four levels of evaluation to measure training outcomes, namely 1) reaction (measuring the perception of participants); 2) learning (measuring the learning outcomes of participants); 3) behavior (measuring the utilization of training outcomes in the workplace), and 4) outcomes (measuring the impact of training on the origin organizations). Levels 1 and 2 are carried out during the learning process to observe the effectiveness of the training program in terms of the accuracy of the learning process with the needs of the participants and to measure the achievement of the training outcomes compared to the targets. Levels 3 and 4 are carried out following the end of the training to measure the usefulness of training outcomes in the workplace, both for the participants and the origin agency.

3. Research Methodology

The post-training evaluation in this study applied a descriptive exploratory method. A descriptive study merely analyzes to the level of description and systematically presents data, hence the easier application, while an exploratory study aims to discover novelty by grouping certain symptoms, facts, and diseases. Post-Training Evaluation is carried out on all Alumni of both leadership training program and pre-service training program, also involving the Training Institution and the Origin Institution of the Participants.

The results of the Post-Training Evaluation were analyzed using a variety of data analysis techniques. These techniques were applied to data obtained through multiple sources. First, data was collected through an online survey involving both alumni and the superiors and staff of the alumni. This provided a broad spectrum of responses and perspectives related to the training programs. Structured interviews were also conducted with the alumni to gain deeper insights into their individual experiences and feedback. In addition to these methods, Focus Group Discussions were organized with the Training Centers. These discussions focused on the post-training evaluation, allowing for in-depth conversations about the training programs' impact. By employing these diverse data analysis techniques, a comprehensive understanding of the training's results was achieved, drawing from the perspectives of alumni, their superiors, staff, and the Training Centers.

The evaluation process serves as a critical tool for measuring the success of the Training Program. It achieves this by making a comparative analysis between classical learning, which involves supervised learning at the training center with face-to-face facilitators, and blended learning, which combines online learning with supervised sessions. The evaluation aims to address key questions related to the training's effectiveness, such as the follow-up on action plans

developed during the training. Both leadership and pre-service training programs set learning outcomes that include action plans, essentially serving as a roadmap for initiating changes that are to be continually implemented after the training’s completion. Additionally, the evaluation assesses the adoption of these learning outcomes in the form of behavioral changes in the workplace, often referred to as Level 3 outcomes. Furthermore, it seeks to gauge the training’s impact on the organization, categorized as Level 4 outcomes. In essence, the evaluation process provides valuable insights into the program’s achievements and its contributions to both individual and organizational growth. A series of question was developed for online surveys, interviews, and discussion guidelines to answer these three questions.

4. Results and Discussion

Indonesia confirmed its first case of Covid-19 on March 2, 2020, and the case continues to increase ever since. The Government of Indonesia has taken preventive measures to reduce the spread of the virus and the negative impacts caused (Irawati et al., 2020). In the field of ASN training, LAN has issued various technical policies to transform classical training (on campus learning) to distance learning. At the end of 2020, LAN conducted an evaluation of ASN training that includes post-training evaluation to observe the impact of implementing distance learning during the COVID-19 Pandemic.

Based on Table 1, the results of the Post-Training Evaluation obtained based on each training program whose curriculum has been created by LAN. Based on survey responses and interviews with alumni, it becomes apparent that National Leadership Training Level I is favorably received for its blended learning approach, which offers flexibility in the learning process. From a career perspective, it is notable that all alumni who participated in the training still occupy the same positions they held prior to the training, signifying that the training has significantly enhanced their competence in fulfilling their roles. Alumni express their ability to perform their job effectively, efficiently meet performance targets, and foster inter-agency communication. Regarding the sustainability of organizational changes, nearly all alumni believe that long-term sustainability can be achieved. However, not all alumni share the same optimism about realizing the outcomes of the change projects, largely due to constraints such as the high intensity of routine work.

Table 1. The result of the evaluation of National Leadership Training Level I

National Leadership Training Level I	Attitude Behavior	Continuity of Change	Training impact
Classical Learning	3.60	3.00	3.00
Blended Learning	3.20	3.67	4.00

** Respondents: 8 Alumni of National Leadership Training Level I*
*** Blended learning has an average value higher than the classical method, although the aspect of attitude behavior is still better in classical learning*
**** Participants obtain more benefits in blended learning compared to the classical learning method*

According to Table 2, the survey and interviews conducted with alumni of the National Leadership Training Level II have yielded several noteworthy results. Much like the findings from Level I, it’s evident that the blended learning method is favored over classical learning due

to its flexibility, and it resonates particularly well with participants who have high work mobility. From a career standpoint, most alumni have maintained their pre-training positions, but approximately 25% have experienced changes, including transfers or promotions. Several respondents have attested to an improvement in their performance following the training, manifesting in their ability to generate fresh ideas, enhance their duties, and contribute positively to the organizational work. As for the Training Project's sustainability, over 75% of it continues to be utilized by the institution, while the rest is discontinued primarily due to position transfers. In terms of attitude and behavior, the alumni have displayed an aptitude for developing strategies for implementing organizational change and fostering a transparent and responsible work environment.

Table 2. The result of the evaluation of National Leadership Training Level II

National Leadership Training Level II	Attitude Behavior	Continuity of Change	Training impact
Classical Learning	3.54	3.52	3.43
Blended Learning	3.64	3.62	3.65

** Respondents: 189 Alumni of National Leadership Training Level II*
*** distance learning has a higher average value than the classical method, although the aspect of attitude and behavior is still better in the classical learning*
**** distance learning method provides more benefits for participants compared to the classical learning method*

The survey and interviews conducted with alumni of the Administrator Leadership Training program, refer to Table 3, have revealed several key findings. Notably, alumni perceive distance learning as offering more significant benefits when compared to other learning methods. They emphasize that this training has effectively facilitated networking and enhanced communication in the execution of their administrative duties. Moreover, in terms of innovation and lasting change, most respondents affirm that these changes can be successfully implemented in organizational work for an extended period. This achievement is largely attributed to the invaluable support provided by mentors, superiors, and team members. Several alumni have testified to their heightened ability to make substantial contributions to their roles and institute innovations within their institutions. The survey also inquires about who benefits most from the training, and on average, respondents indicate that the work unit reaps the greatest advantages. These findings underscore the significant positive impact of this training program on organizational performance.

Table 3. The result of the evaluation of Administrator Leadership Training

Administrator Leadership Training	Attitude Behavior	Continuity of Change	Training impact
Classical Learning	3.54	3.52	3.56
Blended Learning	3.61	3.51	3.57
Distance Learning	3.70	3.72	3.71

** Respondents: 228 Alumni of Administrator Leadership Training*
*** distance learning has a higher average value than*
**** distance learning provides more benefits for participants compared to the classical learning and blended learning methods*

The findings from both the survey and alumni interviews in Table 4, regarding the Supervisor Leadership Training program are insightful. Much like other programs, distance learning is perceived as offering distinct advantages compared to other methods. Alumni assert that this training has the potential to cultivate exemplary attitudes and behaviors in the management of public services within organizational units. It's noteworthy that, on average, respondents believe that the outcomes of the Training Project can be realized and effectively applied within their work. This accomplishment is often attributed to the invaluable support of mentors, despite the constraints imposed by routine work. Evidently, this training equips individuals with the capacity to perform their duties effectively and efficiently, ultimately benefiting the work unit. Additionally, several alumni have emphasized the acquisition of soft skills and the expansion of knowledge within a supportive learning environment, enhancing their daily work performance.

Table 4. The result of evaluation on Supervisor Leadership Training

Supervisor Leadership Training	Attitude Behavior	Continuity of Change	Training impact
Classical Learning	3.54	3.41	3.46
Blended Learning	3.46	3.37	3.43
Distance Learning	3.51	3.56	3.62

* Respondents: 224 Alumni of Supervisor Leadership Training
 ** Based on the perception of the alumni of the training, distance learning has a higher average value than classical method and blended learning except in the aspect of behavior
 *** it is confirmed that attitude behavior relies on the classical method

Table 5. The result of the evaluation of Pre-Service Training Program

Pre-Service Training Program	Attitude Behavior	Continuity of Change	Training impact
Classical Learning	3.66	3.49	3.53
Blended Learning	3.68	3.50	3.58
Distance Learning	3.72	3.61	3.62

* Respondents: 3310 Alumni of Pre-Service Training Program
 ** Based on the survey of the alumni of the training, distance learning has the highest value compared to the classical method and blended learning
 *** it can be concluded that the participants obtain more benefits through distance learning

The insights gathered from the survey and alumni interviews regarding the Pre-Service Training Program are illuminating, according to Table 5. Echoing patterns seen in other programs; distance learning stands out as offering distinctive benefits in the perceptions of respondents. Alumni also emphasize that their participation in the training has equipped them to better uphold the reputation and integrity of civil servants. Additionally, on average, respondents believe that the expected outcomes of the Training Project can be realized within their work units, a feat made possible by the support of mentors, notwithstanding the occasional challenges posed by routine work. The most discernible impact of the training is its ability to enhance the efficient and effective execution of duties. Respondents acknowledge the personal benefits derived from the training in carrying out their roles, suggesting that its impact on organizational performance

may be less pronounced. Several alumni underscore the training’s effectiveness in elevating their professionalism and performance, further underscoring its value.

The survey results based on Figure 1 reveal three key indicators for measuring the success of the training programs based on alumni perceptions post-participation. When assessing the impact on behavior, distinct patterns emerge. National Leadership Training Level I and Supervisor Leadership Training exhibit more promising outcomes in enhancing attitudes and behaviors when utilizing the classical learning method. In contrast, National Leadership Training Level II proves to be more effective in fostering positive attitudes and behaviors when employing a blended learning approach. Administrator Leadership Training and the Pre-Service Training Program also display potential for shaping attitudes and behaviors, particularly when distance learning methods are applied. These findings highlight the pivotal role of the chosen learning method in influencing the outcomes of leadership training programs, with classical, blended, and distance learning each offering varying degrees of effectiveness in molding behavior.

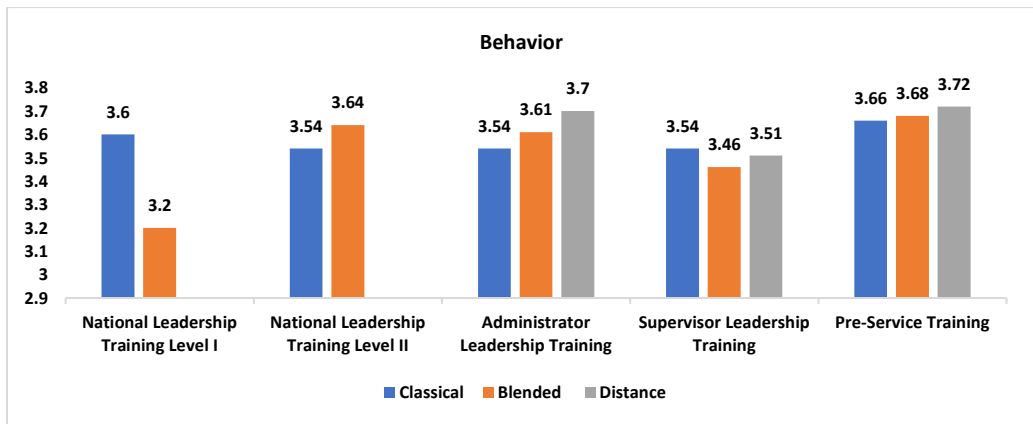


Figure 1. Comparison of Attitude on Behavior

The evaluation of the Sustainable Training Project on Figure 2 has led to several noteworthy conclusions. It appears that National Leadership Training Level I and Level II exhibit a more positive influence on the sustainability of the Training Project when the blended learning method is employed, as compared to the classical method. Conversely, Administrator Leadership Training, Supervisory Leadership Training, and the Pre-Service Training Program demonstrate a stronger impact on the sustainability of the Training Project when distance learning methods are utilized, surpassing the effectiveness of other approaches. These findings underscore the significance of the chosen learning method in promoting the long-term sustainability of training initiatives within organizational settings.

According to Figure 3, the assessment of the programs’ impact on work performance has yielded significant insights. It is evident that National Leadership Training Level I and Level II exhibit a more pronounced influence on work performance when a blended learning method is applied, surpassing the impact of the classical method. On the other hand, Administrator Leadership Training, Supervisory Leadership Training, and the Pre-Service Training Program demonstrate greater effectiveness in enhancing work performance when distance learning

methods are employed, outperforming other approaches. These findings emphasize the pivotal role of the chosen learning method in shaping and optimizing work performance across these training programs.

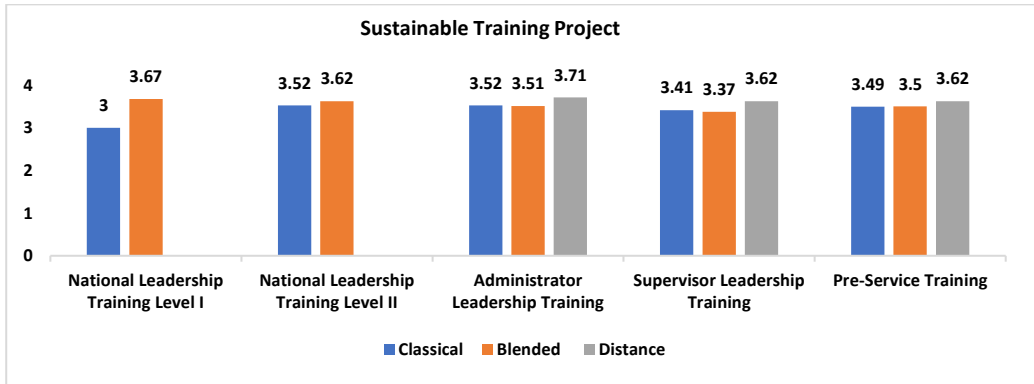


Figure 2. Comparison of Attitude on Sustainable Training Project

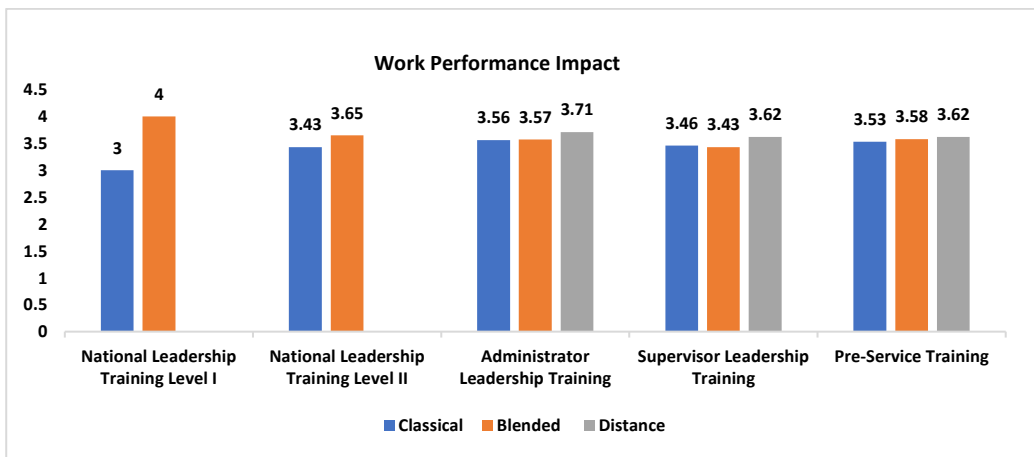


Figure 3. Comparison of Attitude on Work Performance Impact

5. Conclusion

Based on the results of the evaluations, particularly in Leadership Training Program and Pre-Service Training Program, to observe the impact of implementing the distance learning method, apparently distance learning method is preferable due to its advantage of flexibility in participating in learning. On the other hand, however, there is a need for better quality facilitators to deliver materials using information technology. In terms of training objectives, the results show that competence can still be achieved even though the training is carried out remotely. This information is later used as materials for consideration in refining the training implementation policy to ensure that it can be carried out more effectively and efficiently in accordance with the demands of the bureaucracy.

References

- Alam, A. (2020). What is the “Philosophy of Chemistry Education”? Viewing Philosophy behind Educational Ideas in Chemistry from John Dewey’s Lens: The Curriculum and the Entitlement to Knowledge. *PalArch’s Journal of Archaeology of Egypt/Egyptology*, 17(9), 6857-6889.
- Anderson, L. W., & Krathwohl, D. R. et al. (Eds). (2001). *A Taxonomy for learning, teaching, and assessing: A revision of Bloom’s taxonomy of educational objectives*. Addison Wesley Longman, Inc.
- Basarab Sr, D. J., & Root, D. K. (2012). *The training evaluation process: A practical approach to evaluating corporate training programs* (Vol. 33). Springer Science & Business Media.
- Bojović, Ž., Bojović, P. D., Vujošević, D., & Šuh, J. (2020). Education in times of crisis: Rapid transition to distance learning. *Computer Applications in Engineering Education*, 28(6), 1467-1489.
- Chow, I. H. S., & Liu, S. S. (2013). The effect of aligning organizational culture and business strategy with HR systems on firm performance in Chinese enterprises. In *‘Making Sense’ of Human Resource Management in China* (pp. 124-142). Routledge.
- Dwivedi, Y. K., Hughes, D. L., Coombs, C., Constantiou, I., Duan, Y., Edwards, J. S., ... & Upadhyay, N. (2020). Impact of COVID-19 pandemic on information management research and practice: Transforming education, work, and life. *International journal of information management*, 55, 102211.
- García-Peñalvo, F. J. (2021). Avoiding the dark side of digital transformation in teaching. An institutional reference framework for eLearning in higher education. *Sustainability*, 13(4)
- Hai, T. N., Van, Q. N., & Thi Tuyet, M. N. (2021). Digital transformation: Opportunities and challenges for leaders in the emerging countries in response to COVID-19 pandemic. *Emerging Science Journal*, 5(1), 21-36.
- Hecklau, F., Galeitzke, M., Flachs, S., & Kohl, H. (2016). Holistic approach for human resource management in Industry 4.0. *Procedia Cirp*, 54, 1-6.
- Horn, M., B., & Staker, H. (2015). *Blended: Using disruptive innovation to improve schools*. Jossey-Bass.
- Huang, W. H. Y., & Soman, D. (2013). Gamification of education. *Report Series: Behavioural Economics in Action*, 29, 11-12.
- Irawati, E., Fitria, R., & Adawiyah, R. (2020). Covid-19 in Indonesia. *Covid-19 response systems and international cooperation: Focusing on Korea, Thailand, Indonesia, and the Philippines, International Joint Research*. KIPA.
- Kaur, M. (2013). Blended learning-its challenges and future. *Procedia-social and behavioral sciences*, 93, 612-617.
- Kelders, S. M., Van Zyl, L. E., & Ludden, G. D. (2020). The concept and components of engagement in different domains applied to ehealth: a systematic scoping review. *Frontiers in psychology*, 11, 926.
- Kirkpatrick, D. L. (1959). Techniques for evaluating training programs. *Journal of the American Society of Training Directors*, 13, 3–9.

- Rahayu, N. ., Suryanto, A., Andriansyah, A. ., & Irawati , E. . (2022). Measuring the Effectiveness of State Civil Apparatus Training. *Research Horizon*, 2(5). Retrieved from <https://journal.lifescifi.com/index.php/RH/article/view/82>
- Rao, N. J. (2020). Outcome-based education: An outline. *Higher Education for the Future*, 7(1), 5-21.
- Sartika, D. (2015). Inovasi organisasi dan kinerja organisasi: Studi kasus pada pusat kajian dan pendidikan dan Pelatihan Aparatur III Lembaga Administrasi Negara. *Jurnal Borneo Administrator*, 11(2).
- Singh, M., Adebayo, S. O., Saini, M., & Singh, J. (2021). Indian government E-learning initiatives in response to COVID-19 crisis: A case study on online learning in Indian higher education system. *Education and Information Technologies*, 26(6), 7569-7607.
- Sopacua, E., & Budijanto, D. (2007). The theory of Kirkpatrick on 4 level evaluation as tool to measure a post training evaluation. *Health Systems Research Bulletin*, 10, 371-379.
- Tan, K., & Newman, E. (2013). The evaluation of sales force training in retail organizations: a test of Kirkpatrick's four-level model. *International Journal of Management*, 30(2), 692.
- Zhang, B., Zhang, Y., & Zhou, P. (2021). Consumer attitude towards sustainability of fast fashion products in the UK. *Sustainability*, 13(4), 1646.

