

THE APPLICATION OF BLENDED LEARNING MODEL IN LEADERSHIP TRAINING AT THE PUSLATBANG KHAN LAN¹

PENERAPAN MODEL BLENDED LEARNING PADA PELATIHAN KEPEMIMPINAN DI PUSLATBANG KHAN LAN

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ABSTRACT

The National Institute of Public Administration has updated its curriculum and learning strategy by applying a blended learning model to the implementation of Leadership Training to adapt the needs and policy dynamics. This study aims to explore how the Puslatbang KHAN LAN implements the new curriculum by referring to the theory of Jared M. Carman (2005) which states that there are five keys to success in implementing blended learning. The five keys to success are believed to be able to provide an overview of how to be successful in using blended learning in order to improve the quality of learning. This research was conducted qualitatively by conducting direct observations, interviewing organizers and facilitators involved in the process of organizing the training. Review of regulatory documents governing the implementation of structural leadership training was also carried out to support the research results. The results show that the Puslatbang KHAN LAN has succeeded in implementing blended learning in Leadership Training in accordance with the theory of the five keys to successful implementation of blended learning declared by Jared M. Carman by creating various efforts so that the learning process runs smoothly and the training objectives can be achieved.

Keywords: Blended learning models, leadership training.

ABSTRAK

Lembaga Administrasi Negara telah memperbarui kurikulum dan strategi pembelajaran dengan menerapkan model blended learning pada penyelenggaraan Pelatihan Kepemimpinan untuk menyesuaikan dengan kebutuhan dan dinamika kebijakan. Penelitian ini bertujuan untuk mengeksplor bagaimana Puslatbang KHAN LAN menerapkan kurikulum baru tersebut dengan mengacu pada teori Jared M. Carman (2005) yang menyatakan bahwa terdapat lima kunci sukses dalam menerapkan blended learning. Kelima kunci sukses tersebut diyakini dapat memberikan gambaran bagaimana dapat sukses menggunakan blended learning dalam rangka meningkatkan kualitas pembelajaran. Penelitian ini dilakukan secara kualitatif dengan melakukan observasi

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langsung, mewawancarai penyelenggara dan fasilitator yang terlibat dalam proses penyelenggaraan pelatihan. Review dokumen peraturan yang mengatur tentang penyelenggaraan pelatihan struktural kepemimpinan juga dilakukan untuk mendukung hasil penelitian. Hasil penelitian menunjukkan bahwa Puslatbang KHAN LAN berhasil menerapkan blended learning pada Pelatihan Kepemimpinan sesuai dengan teori lima kunci sukses keberhasilan pelaksanaan blended learning yang dideklarasikan oleh Jared M. Carman dengan melakukan berbagai upaya agar proses pembelajaran berjalan dengan lancar dan tujuan pelatihan dapat tercapai.

Kata Kunci: Model pembelajaran campuran, pelatihan kepemimpinan

A. INTRODUCTION

In an effort to realize a world class bureaucracy, every government agency needs officials who are responsible for leading all public service activities, government administration, and development to improve the performance of organizational units. According to Asbari, M., Purwanto, A., & Santoso, P. B. (2020), transformational leadership has a positive and significant impact on organizational climate and innovative work productivity. Officials who meet the criteria for strategic leadership, performance and service in accordance with government regulations governing the management of civil servants are required to ensure the accountability of high leadership positions. Due to the rapidly changing strategic environment, these officials must be adaptive to improve organizational performance.

The National Institute of Public Administration has updated the curriculum and learning strategies for the National Leadership, Administrator, and Supervisory Training to suit the needs and policy dynamics. This is done to respond to the rapidly changing strategic environment and enhance collaborative, strategic, performance, and

service leadership competencies. Sumual, T. E. (2015) stated that Effective organizational management will be achieved if the leader has competence in leadership and also has a strong organizational culture, thus leading them to high performance. In its implementation, this training refers to the Regulation of The National Institute of Public Administration Number 5 of 2022 concerning Implementation of Structural Leadership Training, the Decree of the Head of the State Administrative Institute Number 374 concerning the Structural Leadership Training Curriculum and the Decree of the Head of the State Administrative Institute Number 375 concerning Guidelines for Organizing Structural Leadership Training.

Based on the regulation, there are four types of structural leadership training, namely Level I National Leadership Training for officials who will occupy mid-high leadership positions, Level II National Leadership Training for officials who will occupy senior pratama leadership positions, Administrator Leadership Training for officials who will occupy administrator positions, Supervisory Leadership Training for

officials who will occupy supervisory positions in government agencies.

In 2021, the State Administration Institute implemented the blended learning model in leadership training and Puslatbang KHAN LAN responded to the directive. The blended learning model is a combination of classical and non-classical learning with three stages of learning, namely self-learning, distance learning, and classical. According to Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2020), Blended learning is a learning approach that combines face-to-face and online learning, with the aim of maximizing the benefits of both types of learning and providing a better learning experience for students and teachers. However, leadership training with this model can only be implemented in its entirety in 2022 because the Covid-19 pandemic is still increasing and causing the classical stages impossible.

Puslatbang KHAN LAN is holding leadership training with blended learning as a whole in 2022. However, the national leadership training that can be held this year is only level II leadership training and administrator leadership training. Whereas supervisory leadership training could not be carried out because the number of participants did not meet the requirements to organize this training.

B. LITERATURE REVIEW

1. Leadership Training

Based on the Regulation of The National Institute of Public Administration Number 6 of 2022 concerning Amendments to the Regulation of The

National Institute of Public Administration Number 5 concerning Organizing Leadership Structural Training, level II national leadership training is training to occupy or in a pratama high leadership position. This training is intended for civil servants who occupy senior leadership positions, functional positions at the main expert level, administrator positions at the lowest rank of supervisor (IV/a) with a working period in that group of at least 3 years and 6 months, or functional positions at the lowest intermediate expert level. the rank of supervisor with class IV/a working period of 2 years 6 months. Based on the Regulation of The National Institute of Public Administration Number 5 concerning the Organization of Structural Leadership Training, the competencies developed in the Level II National Leadership Training are strategic leadership competencies. The strategic leadership competency referred to is the Participant's managerial competence to ensure the realization of accountability for the Pratama High Leadership Position as stipulated in government regulations governing the management of civil servants.

While administrator leadership training is training to occupy or be in an administrator's position. This training is intended for civil servants with administrator positions, functional positions at the intermediate expert level, supervisory positions with the last rank and class III/c with a minimum working period of 3 years and 6 months, functional positions that are at the level of supervisory positions, the lowest is the rank of administrator with class III/c

with a minimum working period of 2 years and 6 months, or an executive position who has experience in a supervisory position, with a minimum rank of supervisor with class III/c with a minimum working period of 3 years and 6 months. The competencies developed in Administrator Leadership Training are performance leadership competencies. The performance leadership competency referred to is Participant's managerial competence to guarantee the realization of the accountability of administrator positions as stipulated in government regulations governing civil servant management.

2. Blended Learning Design: Five Key Ingredients

Regarding the implementation of learning using the blended learning method, Jared M. Carman (2005), mentions five keys ingredients to success in developing blended learning. These five keys provide an overview of how successful the use of blended learning is in order to improve the quality of learning. The five keys are:

a. Live event

In general, these are teacher-led activities in which all students participate at the same time. Many students have the notion that nothing can replace the ability to provide the expertise of a teacher with direct interaction. Therefore live events in the blended learning method must be carried out effectively. In order for the live event to run effectively. There are four elements that must exist, namely attention, relevance, trust, and satisfaction.

b. Self-Paced Learning

The concept of self-learning is an important component that provides added value in blended learning. For this reason, learning materials must be developed into various learning materials designed to be used in self-learning. Self-learning materials can be in the form of text-based or multimedia-based. Learning materials can be distributed online via the web, mobile devices in the form of audio, video, or e-books.

c. Collaboration

Blended learning must be designed with collaboration between participants, coaches, and organizers in mind. The collaboration process is expected to increase the social interaction of the participants including the coaches in the context of deepening the material, solving problems or assignments. With this collaboration, it is hoped that the participants' knowledge and understanding can increase because they can learn from various sources.

d. Assessment

In the learning process, assessment of learning outcomes must be carried out which aims to assess level of competency achievement of participants. In blended learning, assessment of learning outcomes can be done with a combination of types of assessment, both test and non-test, or tests that are more authentic in the form of projects, products and so on. Assessment of combined forms also pays attention to online and offline assessment. So as to provide convenience and flexibility for participants to follow or take assessment.

e. Performance Support Materials

An equally important part of implementing blended learning is the supporting resources. Learning materials are prepared in digital form and easily accessible both online and offline.

In connection with the five keys to the successful implementation of the blended learning method, there has been previous research conducted by Bambang Sancoko & Hasan Ashari (2018) regarding the implementation of the blended e-learning model in goods and services procurement training. The results showed that in the process of implementing the blended learning method for the procurement of training goods and services, the participants did not carry out the independent learning process optimally. This causes the implementation of training with blended learning not to achieve optimal results.

Based on this previous research, the researchers wanted to find out whether Puslatbang KHAN LAN had implemented the blended learning method in Leadership Training in accordance with the ability to implement blended learning as stated by Jared M. Charman (2005), and whether the implementation of the training could be said to be effective or not.

C. RESEARCH METHODS

This study uses a qualitative method with three data collection techniques, namely interviews, observation, and document review to gain an in-depth understanding of the context and meaning of the phenomenon studied. In practice, researchers made direct observations of the process of implementing the blended learning

model at the Level II National Leadership Training and Administrator Leadership Training which will be held in 2022, and conducted interviews with organizers and facilitators to support the observation results obtained. Besides, the document of regulations regarding the implementation of leadership structural training and document the results of the training evaluation was also reviewed by the researchers as an additional data source.

D. RESULTS AND DISCUSSION

1. Live Event

In applying the Blended Learning model to leadership training at Puslatbang KHAN LAN, learning is presented using various methods such as self-learning, distance learning, and classical. Self-learning provides flexibility for participants to study independently according to their needs and schedules, thereby increasing the efficiency and quality of learning. Participants will make a paper based on the learning. Then, at the distance learning learning stage, participants learn synchronously and asynchronously. Synchronous means that participants learn through zoom meetings and can interact directly with the facilitator of each learning agenda. While asynchronous, participants are given individual and group assignments by the facilitator. Meanwhile, classical learning includes face-to-face sessions between participants and facilitators. The use of these diverse learning methods provides a holistic learning experience and supports the development of a wide range of leadership skills.

The Learning Management System (LMS) in leadership training also provides benefits in supporting asynchronous learning. Participants can access learning modules, materials and other supporting

resources through this online platform. With asynchronous learning, participants have the flexibility of time and place to study training materials according to their preferences. Participants can choose an appropriate time to study, replay difficult-to-understand material, and interact with the facilitator through forums or online discussion rooms. This convenience allows participants to gain a deeper understanding and better develop leadership skills. However, based on interviews conducted with the PIC, the use of this LMS is still not fully utilized, because there are several features that are not functioning properly.

In the distance learning and classical learning phases, trainees are required to be relieved of their duties. This is in accordance with the Decree of The National Institute of Public Administration Number 5 of 2022 concerning the Implementation of Structural Leadership Training which states that when participating in the learning process the participants are assigned status to take part in Structural Training; and direct superiors assign daily executors to carry out the job duties of participants who serve as structural officials; By being relieved from routine assignments, participants can focus on learning and prioritize working on tasks related to training. This helps participants to allocate their time and energy effectively to increase their participation and learning outcomes.

The implementation of Stula (field study) activities for Administrator Leadership Training and VKN (National Leadership Visitation) for National Leadership Training was also involved in leadership training at the KHAN LAN Puslatbang. Stula and VKN activities allow participants to apply the concepts and skills learned in real situations. Participants will be involved in tasks and roles related to leadership. Thus, participants can hone and test their leadership skills in a practical way,

deepen their understanding, and face challenges that are relevant to the context of the training.

2. Self-Paced Learning

Puslatbang KHAN LAN provides a variety of learning resources that can be accessed by leadership training participants. One of the learning resources prepared is a comprehensive learning module. This module has been developed by the facilitators based on their knowledge and experience in the field of leadership. The module is designed in a systematic and structured manner, includes relevant materials, and is complemented by practical exercises to improve participants' understanding and skills.

Based on interviews conducted with the facilitator, before starting a learning session, a facilitator as a teacher needs to make thorough preparations. They interacted with participants and conducted short exercises to encourage the active participation of all 40 participants who attended. This helps create an interactive atmosphere that builds rapport between the facilitator and participants. In addition, a facilitator also prepares everything needed in the field or Stula location, including checking the availability of tools, devices, and other equipment needed to support effective learning. In compiling materials and exercises, they use the ROPES model (Review, Overview, Presentation, and Exercise Summary) to organize learning in a structured manner. This model assists the facilitator in conveying material clearly, providing an overview of the topics to be discussed, and concluding learning with short exercises or assignments that

encourage reflection and better understanding. With this comprehensive preparation, a facilitator is ready to provide effective learning, motivate participants, and create meaningful learning experiences during training sessions.

By providing comprehensive learning modules and thorough preparation before teaching, the facilitators as teachers at Puslatbang KHAN LAN have taken steps to help trainees develop themselves, learn independently, and gain a deep understanding of relevant leadership concepts and skills.

3. Collaboration

Puslatbang KHAN LAN took several important steps to encourage collaboration between participants, facilitators, and organizers in organizing leadership training. First, participants were divided into four groups based on the same mentor and the same institute. This separation aims to create cohesive groups and have a common organizational context, so that participants can share relevant experiences and challenges with mentors and group mates. This has an impact on achieving the objectives of the Stula and the learning process as a whole, because collaboration and discussion of thoughts between participants can occur actively.

Furthermore, Puslatbang KHAN LAN also forms a Person In Charge (PIC) team which has an important role in ensuring the smooth running of the training. Based on the interviews conducted with the PIC, they took several steps to ensure the smooth running of the training. First, they made a manual attendance recap and monitored the attendance of the participants

directly via the Zoom platform. This ensures that the attendance of the participants can be monitored accurately. Second, regarding the tasks that must be uploaded, the organizers provide Google Drive as a backup for uploading participant assignments if at any time the LMS cannot be accessed. Because of this, participants can easily upload their assignments and organizers can access them quickly. Third, in carrying out the academic evaluation, the organizers gather participants in one room and distribute academic evaluation questions via the WhatsApp group (WAG). They use a stopwatch to set the duration of the evaluation process, so that participants can complete the evaluation within the allotted time. These steps ensure that the implementation of the training runs smoothly and makes it easy for participants to fulfill the assignments and evaluations given.

Furthermore, the PIC team is also responsible for creating a WAG which contains participants and coaches as facilitators of coaching activities. The WAG aims to facilitate communication and collaboration between participants and coaches in discussing assignments, providing feedback, and providing individual guidance. Through WAG, participants can share their thoughts, experiences, and get the support they need in their learning in leadership training. With the presence of the PIC team, participants have clear guidance and get the help they need to optimize their learning experience. This ensures that the training runs smoothly and participants receive adequate support during the learning process.

Apart from that, Puslatbang KHAN LAN also formed a facilitator team. The facilitator team has in-depth knowledge of the training material and is able to answer questions and provide participants with a deeper understanding. With a competent facilitator team, participants can master the material thoroughly and get the right direction in developing their leadership skills.

With these steps, Puslatbang KHAN LAN creates an environment that supports collaboration between participants, facilitators, and organizers in leadership training. This collaboration not only increases the exchange of knowledge and experience, but also strengthens the involvement of participants in the learning process and achieves learning goals more effectively.

4. Assessment

Assessments are carried out to measure the abilities, knowledge, skills, attitudes, or other characteristics of a person or group of people. The main purpose of the assessment is to obtain accurate and reliable information about the ability or characteristic being measured. In the context of conducting leadership training, the purpose of conducting an assessment of participants is to evaluate their progress and achievements during the training.

The specific objectives of this assessment are to assess the participants' understanding so that it can be seen to what extent the participants have understood the training material and whether they have fulfilled the learning objectives. Second, the assessment can help to assess the ability of participants to apply the skills they have

learned during the training. Third, the assessment can provide useful feedback to trainees regarding their performance during the training, so that they can identify their strengths and weaknesses. Fourth, the assessment can help the facilitator to find out the development needs of the participants, so they can adjust the training materials or learning strategies used. Finally, the assessment can assist in evaluating the effectiveness of the training program, so that the program can be improved and adapted to the needs of the trainees.

In implementing leadership training, based on the regulation of The National Institute of Public Administration Number 375 concerning Guidelines for Organizing Structural Leadership Training it is explained that participant evaluation consists of 4 types, namely academic evaluation, evaluation of field learning, evaluation of leadership actualization products, and evaluation of behavioral attitudes. The detailed explanation regarding the 4 types of evaluation in question will be explained as follows.

First, to assess academic evaluation, participants are asked to work on individual assignments, take quizzes, group assignments, and work on substance evaluations of each training subject they have studied. Second, regarding the evaluation of field learning, the assessment is based on the results of the policy brief from the National Leadership Visitation activity at level II national leadership training, and the policy brief from field study activities in administrator leadership training. Third, to get the evaluation value of actualization products of leadership, what is assessed from

the participants in the level II national leadership training is how the changes are achieved in the change plans, strategic leadership, implementation of marketing strategies, sustainability of change projects, empowerment of learning organizations, and linkages of training subjects to change projects. While the product evaluation of leadership actualization is in administrator leadership training, the aspects that are assessed refer to how the achievements of changes to change plans, performance leadership, the benefits of change actions, the sustainability of change actions, the implementation of competency development strategies in change actions, the linkage of selected training subjects to change actions, dissemination and publication of change actions. Finally, regarding the evaluation of behavioral attitudes, this evaluation is carried out to assess the attitudes of daily behavior and the development of the participants' potential in implementing learning activities through structured observations carried out during training. Evaluation of the participants' behavioral attitudes is carried out by the organizers, facilitators, mentors, coaches, and fellow participants with due regard to the assessment aspects for the components of cooperation, integrity, self-development and others.

In conclusion, Puslatbang KHAN LAN has effectively implemented assessments to evaluate participants' progress and achievements. Through comprehensive assessments, Puslatbang KHAN LAN have measured learning outcomes, assessed the application of skills, and provided valuable feedback for

improvement. These assessments reflect its commitment to ensuring the effectiveness of the training program and fostering the personal growth of participants.

5. Performance Support Materials

An equally important part of implementing blended learning is the supporting resources. In implementing leadership training, organizers make various efforts to create an effective learning process by taking into account the needs of participants. Based on the results of interviews conducted, what the organizers did was provide a Learning Management System, digital library, and provide credit to participants to support online learning at the distance learning stage. Meanwhile, to support classical learning, the organizers provide wifi facilities, sports facilities, health clinics, study rooms, discussion rooms, studios, dormitories, mosque, dining rooms, and libraries. The following is a detailed explanation regarding the usefulness of these various supporting resources.

a. The Leadership Learning Management System

The leadership learning management system, or what is abbreviated as the leadership LMS, is an online platform initiated by The National Institute of Public Administration to be used in leadership training, and is intended for participants. In this LMS, participants can take attendance, access e-learning materials, access self-learning materials, conduct substance evaluations, input change project reports, policy papers, field studies, visit leadership, and interact with coaches and mentors. In addition, this LMS is also intended for organizers, facilitators, examiners, and

mentors to carry out their respective functions. With this leadership LMS, the learning process becomes more effective and efficient, as well as providing an interactive and structured learning experience for participants.

b. Digital Library

To support the implementation of blended learning training, Puslatbang KHAN LAN also provides a digital library that can be accessed online for participants. Without having to come to the library in person, participants can already read all the latest collections in the Digital Library, especially reading about the change project report as a reference for leadership training participants in helping them prepare the report. This digital library application is called iPustaka Aceh which can be downloaded via the Play Store and website, making it easier for participants to be able to access it anytime and anywhere. Therefore, the provision of this digital library can help participants expand their knowledge, learn independently, and access the necessary resources more efficiently, because they are not limited by time, cost, and place.

c. Internet Credit

In an effort to ensure the smooth running of the learning process, Puslatbang KHAN LAN as the organizer of the leadership training provides facilities in the form of pulses to all participants. Giving credit is intended so that participants can use additional internet quota so that it does not depend on their personal quota, so that the use of personal quota can be minimized. With this facility, Puslatbang KHAN LAN ensures that participants have stable internet access and are able to actively participate in

the learning process, especially in zoom meeting sessions at the distance learning stage. This provides benefits in optimizing the learning process and improving the quality of interaction between participants and facilitators.

d. Facilities and infrastructure

The availability of adequate facilities and infrastructure for the convenience of participants is needed, especially when participants enter the classical learning stage. Based on the results of observations made, Puslatbang KHAN provides various facilities to support the learning process including wifi, sports facilities, health clinics, lactation rooms, places of worship, libraries, dining rooms, dormitories, and study rooms equipped with computers, projectors, whiteboard, and flipchart. Therefore, by providing a supportive training environment, the participants' needs can be met, so that the learning process runs smoothly.

In addition, to support the results of the interviews and observations, the authors reviewed the results of the evaluation of the implementation of the training based on the perspective of the 2022 Leadership Training participants with a total of 140 participants. The components assessed by the participants are as follows:

- 1) Assessment component for the facilitator
 - a) mastery of the material;
 - b) Systematic presentation and presentation;
 - c) Punctuality and attendance;
 - d) Use of learning methods and media;
 - e) Attitude and behavior;

- f) How to answer questions from participants;
- g) Language Use;
- h) Providing motivation to participants;
- i) Cooperation between facilitators;
- j) Proficiency creates a dynamic classroom situation.

2) Assessment components for organizers

- a) Participant calling information;
- b) Speed of registration service;
- c) Schedule of training implementation;
- d) Information on rules and regulations for training;
- e) Information on training implementation;
- f) Completeness of teaching materials and training materials;
- g) Utilization of technology in the learning process;
- h) Utilization of IT-based communication media to support mentoring;
- i) Clarity of information related to all stages of learning;
- j) Monitoring the implementation at all stages of learning;
- k) Transportation and accommodation services;
- l) Locus selection suitability with learning objectives;
- m) Quality of sources;
- n) Quality of national leadership visitation advisors;
- o) Benefits of sharing knowledge during seminars;
- p) Suitability of time and seminar allocation with the schedule;

- q) Completeness of information on facilities and infrastructure;
- r) Availability and quality of dormitories, classrooms, dining rooms, libraries and toilets;
- s) Availability of learning support facilities related to information technology;
- t) Availability of cleanliness and functioning of facilities (sports, health, places of worship, and other facilities);
- u) Availability and quality of literature in the library;
- v) Facilities for persons with disabilities;
- w) Availability of green open space;
- x) Availability of complaint facilities and handling officers;
- y) Security Training institutions;
- z) Other supporting facilities;
- aa) Adequacy of nutrition from the menu served;
- bb) Adequacy of consumption dishes;
- cc) Cleanliness in serving food;
- dd) Punctuality in serving food;
- ee) The variety of menus served;
- ff) Politeness, neatness, and friendliness of the officers;
- gg) Responsive to the needs and complaints of participants;
- hh) Availability of communication media;
- ii) Ease of contacting officers.

Based on the results of the evaluation document review, the following results were obtained:

No	Training Name	Percentage of Evaluation Results	
		Organizer	Facilitator
1	Level II National Leadership Training Batch XVII	90,45 (Very Satisfying Category)	92,14 (Very Satisfying Category)
2	Administrator Leadership Training Batch I	89,09 (Satisfactory Category)	91,87 (Very Satisfying Category)
3	Administrator Leadership Training Batch II	91,84 (Very Satisfying Category)	93,08 (Very Satisfying Category)

E. CONCLUDING REMARKS

Based on the results of the research and discussion, the conclusion that can be drawn is that Puslatbang KHAN LAN has made various efforts to carry out Leadership Training in 2022 in a blended learning manner with the aim of achieving smooth, effective and efficient training. This effort is in line with the principles of successful blended learning put forward by Jared M. Charman (2005) in providing effective training for participants. The implementation of this effective training is supported by the implementation guidelines that have been stipulated in

the Regulations of The National Institute of Public Administration Numbers 5 and 6 of 2022 concerning the Implementation of Structural Leadership Training, Decree of The National Institute of Public Administration Number 374 of 2022 regarding curriculum, and Number 375 concerning guidelines for Structural Leadership Training.

In addition, the evaluation conducted by the participants on the organizers and facilitators showed the participants' satisfaction with the services provided. This is evident from the assessment which is close to the perfect level of satisfaction. Even so, there are several aspects that need to be improved in order to improve blended learning training in the future.

Based on this research, there are several suggestions that can be given. First, it is necessary to optimize the features in the Leadership Learning Management System which often experience technical errors. Second, there is a need for improvement in creative learning methods by the facilitator to prevent boredom and pressure on the participants, so that the training can become an interesting experience for them. Finally, there needs to be a change in the distribution of participant groups, in which it is advisable not to group participants based on the same agency, but based on different agencies in order to facilitate exchange of experiences, increase collaboration, expand friendship networks, and increase learning through a variety of thoughts from different backgrounds. Thus, participants will be more open to differences and diversity.

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