



Received: August 10, 2024

Revised: October 08, 2024

Accepted: November 23, 2024

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HUMAN RESOURCE MANAGEMENT | RESEARCH ARTICLE

Evaluation of Training Effectiveness of Kirkpatrick Model on Blended Learning and Classical Training in Sarolangun District Government

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Abstract: This research aims to evaluate the effectiveness of the Kirkpatrick training model in leadership training for supervisors in the Sarolangun Regency Government. The study compares the effectiveness of supervisor leadership training conducted using classical methods and blended learning methods. A quantitative comparative research method is employed. The study's population comprises 80 individuals for training evaluation at levels 1 and 2, and 160 individuals for training evaluation at levels 3 and 4. Primary and secondary data sources are utilized. Data collection techniques include interviews, questionnaires, and documentation. The Likert scale measurement is conducted using Microsoft Excel, and hypothesis testing is performed using SPSS 26.0 software. The results indicate that the evaluation using the Kirkpatrick model between blended learning and classical methods obtained a P value ($0.523 > 0.05$), indicating that H_0 is accepted and H_a is rejected. This means there is no significant difference in the Kirkpatrick model evaluation results between training using blended learning methods and classical methods.

Keywords: Blended Learning, Classical, Kirkpatrick Method, Training.**JEL Classification Code:** E44, F31, F37, G15

1. INTRODUCTION

In the era of the industrial revolution 4.0, advances in science and technology (IPTEK) are developing rapidly. The era of the industrial revolution 4.0 leads to an era of technological unification that makes physical, biological, and digital aspects form a unity that is not easy to distinguish so that it affects the lifestyle of the global community, including in the field of education (Savsavubun & Ohoiwutun, 2023). The rapid development of technology today provides many benefits in progress in various aspects. Advances in science and technology greatly affect the prosperity of an organization. In the context of the development of global competition between organizations, the role of human resources is becoming increasingly important. The position of quality human resources is very necessary in an effort to achieve these goals, because the organization in its activities is always related to employees. To produce employees with high job satisfaction, organizations need to provide job training, understand and exceed achievement motivation and provide compensation. With good training, good motivation, and satisfactory compensation, the job satisfaction generated by employees is also high and organizational goals are achieved optimally if human resources show a high level of job satisfaction (Tyas, 2022). Through training programs, efforts can be made to improve the quality of human resources, both new and old employees need training. Developing or providing training for low-performing employees is expected to minimize the gap between their competencies and job recruitment (Tofan, 2021). After the government officially revoked the COVID 19 Pandemic status in Indonesia and switched to endemic on June 21, 2023, current training activities are no longer only carried out offline or classically or online due to regulatory adjustments. The training method chosen is blended learning. Blended learning is an ease of learning that combines various ways of delivery, teaching models, and learning styles, introducing various choices of media for dialog between the

facilitator and the person being taught. Blended learning is also a combination of live teaching and online teaching, but more so as an element of social interaction (Arifin & Abduh, 2021).

This method is different from the classical method as a traditional method where trainees gather in one room, with the instructor as the center of learning. The classical method is a face-to-face learning method between the trainers and the trainees, usually learning is carried out in a classroom (Gunawan, 2020). Several studies related to the problems faced in the implementation of online learning have been identified. According to research by Widiyono (2020) shows that online learning is considered ineffective because it is often identified with the number of tasks that need to be completed, limited internet signals, and not increasing students' understanding of the learning substance.

The results of research by Munajatrisari (2019) also state that classical training is more effective than online training as evidenced by the higher test scores of classical training participants compared to the test scores of online training participants. Research by Gita et al (2020) shows that the shift from offline learning to online learning has shown an increase in academic productivity for educators. However, utilizing the internet requires large infrastructure costs. The success of a learning model or media depends on the characteristics of the participants who are the object of learning.

On the other hand, some previous studies that state that the application of blended learning method is effective to be implemented compared to the classical method are research from Arwin, Anita et al. (2022); (Astuti & Bakri, 2022); (Akhmadi, 2021) and (Ramdan, 2023). These research results form the basis of arguments from several parties who doubt the effectiveness of online training. Online training is also considered to have not touched the level of skills of participants, which should be the main objective in the implementation of training, namely increasing the skills of participants in accordance with the substance of their work, including supervisory leadership training. Therefore, it is necessary to evaluate each training that has been organized to measure the effectiveness of the training against the objectives to be achieved. In this case, the author wants to analyze the effectiveness of both classical and blended learning training.

One model used to examine the effectiveness of supervisory leadership training is the Kirkpatrick method. This model was introduced by Donald Kirkpatrick and first published in 1959 in the *Journal of the American Society of Training Directors* (Kirkpatrick, 2008). Kirkpatrick introduced four levels that describe the sequence of a training program evaluation flow. This theory states that the evaluation process of a training consists of four levels, namely reaction, learning, behavior and result. Based on the background that has been described, the problem formulations in this study are (1) How are the evaluation results with the Kirkpatrick evaluation model on supervisory leadership training with the blended learning method in the Sarolangun Regency Government?; (2) How are the evaluation results with the Kirkpatrick evaluation model on supervisory leadership training with the classical method in the Sarolangun Regency Government?; (3) How are the differences in evaluation results with the Kirkpatrick evaluation model between training with blended learning methods and classical methods?.

2. RESEARCH METHOD AND MATERIALS

This research uses quantitative methods in a comparative form. Comparative analysis or comparison is a statistical procedure to test differences between two or more groups of data (variables). This test depends on the type of data (nominal, ordinal, interval/ratio) and the sample group being tested. Comparison between two samples that are independent of each other, that is, the samples are strictly separated from each other where members of one sample do not become members of the other sample (Hasan, 2002). In this study, the researcher compared the effectiveness of the implementation of supervisory leadership training conducted using the classical method and that conducted using the blended learning method. The population in this study was 80 people for the evaluation of training at level 1 and level 2. While for the evaluation of training at level 3 and 4 as many as 160 people. The research data sources used were primary and secondary data. Data collection techniques in this study using interviews, questionnaires and documentation. Data analysis techniques using IBM SPSS software version 26.0.

3. RESULTS AND DISCUSSION

3.1. Respondent Characteristics

The characteristics of the respondents in this study in the group of respondents who attended the blended learning training were mostly male, 77 people or 64.17%. The average age of respondents in this group is 36-45 years old as many as 76 people or 63.33%. The majority of the education level is S1 as many as 74 people or 61.67% and based on the rank/class the majority is group III as many as 92 people or 76.67%. While the characteristics of respondents in the group of respondents who attended classical training, the majority of respondents who participated in this training were male as many as 85 people or 70.83%. The average age of respondents is 36-45 years as many as 66 people 55%. The majority of the education level is S1 as many as 82 people or 68.33% and the majority rank / class is group III as many as 82 people or 68.33%.

3.2. Evaluation Results on Blended Learning Training

Based on questionnaire answer data from 40 respondents in the population group of blended learning training participants with frequency distribution for twelve questions not converging on one answer. Overall, from the 4 indicators assessed, the average total score of 164.58 was obtained at the satisfactory category level (scale range 136 - 167). Of the four indicators assessed, the completeness of training information indicator obtained the highest assessment score of 182.00, at the very satisfactory category level (scale range 168-200). Meanwhile, the consumption indicator obtained the lowest assessment score of 156.33 but was still at the satisfactory category level.

The results of the level 2 (learning) training evaluation were obtained in the satisfactory category with an average score of 85.85. These results show that the participants who attended the training passed with several assessments ranging from substance evaluation, field studies, action changes and behavioral attitudes. This means that participants have been good at participating in training conducted by the Sarolangun Regency government. However, the substance indicator needs more attention because the average value is the smallest compared to other indicators even though it is in a good category. At level 3 (Behavior), the aspect measured is the work behavior of trainees after they return to their work environment. The work behavior seen is associated with managerial competency standards and leadership competencies for supervisory officials. Answer data obtained from 80 respondents and obtained evaluation results in the satisfactory category, with an average value of 332.50. These results show that after the participants returned to their work environment, their behavior also changed. These behaviors such as integrity, cooperation, communication, results orientation, public service, self and others development, managing change and decision making are getting better. This means that the training they attended had a positive impact and gave high satisfaction. However, although it is good, the communication indicator still requires attention because it has the lowest average value compared to other indicators. In the level 4 (result) training evaluation using 80 respondents and the evaluation results were obtained in the satisfactory category, with an average score of 329.75. These results show that the impact of this training for participants is good. The indicators seen in this level 4 evaluation are productivity, service quality, responsibility and accountability. This means that participants have been good at participating in training conducted by the Sarolangun Regency government. However, the service quality indicator needs more attention because the average value is the smallest compared to other indicators even though it is in a satisfactory category.

3.3. Evaluation Results on Training with Classical Method

Based on the results of testing conducted with 40 participants, there are 4 training evaluations tested, namely training level 1 (reaction), level 2 (learning), level 3 (behavior) and level 4 (result). As for the results of training evaluation at level 1 (reaction) in the satisfactory category, namely with an average score of 160.17. These results show that supervisory leadership training participants feel satisfaction with training information, facilities and infrastructure, consumption and officer services.

This means that participants showed a positive reaction (feeling satisfied with the implementation of the training) because they realized that they received good treatment during the training. However, even though they were satisfied, there were still some respondents who gave unfavorable responses to all of these indicators and the most was on the facilities and infrastructure indicator.

The results of the level 2 (learning) training evaluation were obtained in the satisfactory category with an average score of 85.24. These results show that the participants who attended the training passed with several assessments ranging from substance, field studies, action changes and behavioral attitudes. This means that participants understand well the training materials implemented by the Sarolangun Regency government. However, the behavioral attitude indicator needs more attention because the average value is the smallest compared to other indicators even though it is already in a satisfactory category.

In the level 3 (behavior) training evaluation using 80 respondents and obtained evaluation results in the satisfactory category, with an average score of 335.63. These results show that after participants return to their work environment, their behavior has also changed. These behaviors such as integrity, cooperation, communication, results orientation, public service, self and others development, managing change and decision making are getting better. This means that the training they attended had a positive impact and gave high satisfaction. However, even though it is good, the indicator of managing change still requires attention because it has the lowest average value compared to other indicators.

In the level 4 (result) training evaluation, 80 respondents were used and the evaluation results were obtained in a very satisfactory category with an average score of 337. These results show that the impact of this training for participants is good. The indicators seen in this level 4 evaluation are productivity, service quality, responsibility and accountability. This means that participants have been good at participating in training conducted by the Sarolangun Regency government. However, the service quality indicator needs more attention because the average value is the smallest compared to the other indicators even though it is in a satisfactory category.

3.4. Differences in Kirkpatrick Evaluation of Supervisory Leadership Training Between Blended Learning Methods and Classical Methods in Sarolangun District Government.

In this study, a two-sample independent comparative hypothesis test was conducted for the entire training from level 1 to level 4, to determine whether there is a significant difference between two mutually independent groups or samples, in this case, the average evaluation results of the training. In this test, the null hypothesis (H_0) states that there is no significant difference in the evaluation results of the Kirkpatrick model between training with blended learning and classical methods, while the alternative hypothesis (H_a) states that there is a significant difference in the evaluation results of the Kirkpatrick model between training with blended learning and classical methods.

For level 1 evaluation based on measuring the reactions of training participants, this has been done by the organizing committee shortly after the training ends, it is known that the percentage of participants' reactions to the blended learning method with an average value obtained of 49.38 is higher than the classical method which is 48.05, from the test results obtained a sig. value of 0.69 this value is greater than the p value of 0.05 so that it can be concluded that there is no significant difference in the evaluation results of the Kirkpatrick model between training with blended learning methods and classical methods.

Furthermore, for level 2 using the results of the assessment that has been carried out by the training organizers in the form of substantive evaluation, field study evaluation, change action evaluation and behavioral attitude evaluation and obtained data on the results of measuring the percentage of participants' reactions to the blended learning method with an average value obtained of 85.85 higher than the classical method which is 85.24, from the test results obtained a sig. value of 0.446 this value is greater than the p value of 0.05 so that it can be concluded that there is no significant difference in the evaluation results of the Kirkpatrick model between training with blended learning methods and classical methods.

For level 3, the calculation of the percentage of participant behavior towards the blended learning method with an average value obtained of 335.63 is higher than the blended learning group which is

332.5, from the test results obtained a sig. value of 0.440 this value is greater than the p value of 0.05 so that it can be concluded that there is no significant difference in the evaluation results of the Kirkpatrick model between training with blended learning methods and classical methods. While at level 4 the results of the percentage of participants' results on the blended learning method with an average value obtained of 329.75 are lower than the classical group which is 337, from the test results obtained a sig. value of 0.092 this value is greater than the p value of 0.05 so that it can be concluded that there is no significant difference in the evaluation results of the Kirkpatrick model between training with blended learning methods and classical methods.

Furthermore, to test the comparative hypothesis of the two independent samples, the t test will be analyzed using IBM SPSS version 26.0 as follows:

Table 1. Kirkpatrick Evaluation Differences in Supervisory Leadership Training Between Blended Learning Methods and Classical Methods in Sarolangun District Government.

	Class	N	Mean	Std. Deviation	Std. Error Mean	T	Sig. (2-tailed)
Training Evaluation Results	Blended Learning	80	49.74	3.271	0.366	1.223	0.223
	Classical	80	50.41	3.696	0.413	1.223	0.223

From the table 1, the calculated t value (equal variance assumed) is 1.223. Furthermore, the t table value obtained from the t distribution table is sought at $\alpha = 5\%: 2 = 2.5\%$ (2-sided test) with degrees of freedom (df) $n-2$ or $160-2 = 158$ and with 2-sided testing (significance = 0.025) the results obtained for the t table are 1.975. From the data it can be seen that the t value < t table ($1.223 < 1.975$) and P value ($0.223 > 0.05$) then H_0 is accepted and H_a is rejected which means there is no significant difference in the evaluation results of the Kirkpatrick model between training with blended learning methods and classical methods .

Based on the results of the hypothesis testing that has been carried out, it is found that there is no significant difference in the evaluation results of the Kirkpatrick model between training with blended learning methods and classical methods. This result shows that the effectiveness of the blended learning training is almost the same as the classical method. Although the two methods did not show any difference, both methods on average gave satisfactory results in each type of evaluation conducted. The results of this study are supported by research from (Falah, 2023) which stated that the Kirkpatrick model training evaluation received a positive response from the training participants. We can also see this from the results obtained, where in this study the response from participants was satisfactory. However, the results of this study differ from research conducted by (Annisa, 2022) who stated that training using blended learning method is more effective than the classical method.

The absence of differences between the two methods can be caused by several things such as (a) Training materials, the training materials used in both methods can be of the same quality. If the training content is well structured and in-depth, then the results obtained by trainees tend to be similar, regardless of the delivery method; (b) Use of technology, the technology used in blended learning, such as video conferencing, e-learning platforms, and interactive materials, can simulate the face-to-face experience very well. This makes distance learning as effective as classical learning; (c) Time flexibility, blended learning provides greater time flexibility to participants, who can learn at their own pace. This can improve comprehension and retention of information, especially for participants who need more time to digest the material; (d) Motivation and self-discipline, participants who are highly motivated and self-disciplined tend to get good results, whether through blended learning or classical methods. Participants' attitude and commitment to the training play an important role in learning effectiveness; (e) Instructor experience and skills, instructors who are experienced and skilled in teaching online can create a learning experience equivalent to a face-to-face class. The ability to deliver material clearly and engagingly remains a key factor in both methods.

4. CONCLUSION

Based on the discussion above, it can be concluded that the evaluation results with the Kirkpatrick evaluation model on supervisory leadership training with the blended learning method in the Sarolangun District Government show average results at level 1 (reaction) of 164.58 or including the satisfactory category. The average at level 2 (learning) is 85.85 or included in the satisfactory category. The average at level 3 (behavior) is 332.5 or included in the satisfactory category. The average at level 4 (result) was 329.75 or included in the satisfactory category. While the evaluation results with the Kirkpatrick evaluation model on supervisory leadership training with the classical method in the Sarolangun District Government show the average results at level 1 (reaction) of 160.17 or including the satisfactory category. The average at level 2 (learning) was 85.24 or included in the satisfactory category. The average at level 3 (behavior) was 335.63 or included in the satisfactory category. The average at level 4 (result) is 377 or including a very satisfying category. Based on the evaluation results, the difference in evaluation results with the Kirkpatrick evaluation model between training with blended learning methods and classical methods shows a P-value ($0.223 > 0.05$), so H_0 is accepted and H_a is rejected, which means there is no significant difference in the evaluation results of the Kirkpatrick model between training with blended learning methods and classical methods. The suggestion in this study is that further research is expected to use other variables such as relationships between participants or the use of digital technology in training services.

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