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Effectiveness Of The Blended Learning Method In Enhancing Human Resource Capacity In The Basic Training Program For Civil Servant Candidates (Latsar CPNS) Grade III At The Ministry Of Home Affairs

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Abstract: This study aims to analyze and describe the effectiveness of the blended learning method in improving technical competencies and fostering core values of the State Civil Apparatus (ASN) in the Basic Training Program for Civil Servants (LATSAR CPNS) Grade III at the Ministry of Home Affairs. The research is motivated by the need to enhance the quality of ASN human resources who are not only technically competent but also able to internalize fundamental values through adaptive learning approaches. This research uses a qualitative descriptive method. Data were collected through interviews, observations, and documentation involving organizers, instructors, and training participants. The results show that the implementation of blended learning is generally effective. This effectiveness is reflected in the suitability of learning levels with participant characteristics, quality of learning materials, proportional time allocation, and institutional support. However, several challenges remain, particularly in technical aspects such as internet connectivity and varying levels of participant engagement. In conclusion, blended learning is effective in improving competencies and supporting ASN value internalization, although improvements in infrastructure and online learning quality are still needed.

Keyword: Blended Learning, Training Effectiveness, ASN, Human Resource Development, Public Administration.

INTRODUCTION

In every organization, especially public sector organizations, human resources (HR) are a strategic factor that determines the success of achieving organizational goals. Human resources are not only positioned as administrative implementers, but also serve as the main driver in the process of planning, organizing, implementing, and evaluating public policy. Therefore, the quality of state apparatus HR is a very important aspect in realizing effective, efficient, and accountable governance. The development of state apparatus HR cannot be separated from efforts to strengthen bureaucratic capacity in facing increasingly complex and dynamic public service demands.

The development of state apparatus human resources is one of the important agendas in Indonesia's bureaucratic reform. The State Civil Apparatus (ASN), as the main element in government administration, has a strategic role in carrying out public service functions, implementing public policy, and serving as a unifying force for the nation. In this context, ASN are required to have not only technical competence, but also moral integrity, professionalism, adaptability, and a strong public service orientation. Sedarmayanti explains that the management of state apparatus HR is a strategic factor in realizing effective and accountable governance (Sedarmayanti, 2017). In line with this, Miftah Thoha states that the quality of the bureaucracy is largely determined by the capacity and professionalism of the apparatus running the government system (Thoha, 2014:45).

From the perspective of public administration, state apparatus not only function as technical implementers of government, but also as state instruments in realizing public welfare through quality public services. Dwight Waldo asserts that public administration is not only related to the technical aspects of government organization, but also concerns values, ethics, and state responsibility in carrying out public service functions (Waldo, 1948:17). Meanwhile, Nicholas Henry explains that public administration is a blend of theory and practice that focuses on how public policy is formulated and implemented within the bureaucratic structure (Henry, 2013:33). Thus, the quality of state apparatus HR becomes the main foundation in supporting the success of modern public administration.

One form of state apparatus HR capacity development is carried out through the implementation of the Basic Training Program for Civil Servant Candidates (Latsar CPNS). This training is a mandatory stage that must be followed by civil servant candidates before being fully appointed as Civil Servants. Latsar CPNS not only aims to improve participants' technical competence, but also to shape the character of professional ASN oriented toward the core values of ASN BerAKHLAK (Service-Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative). Therefore, the implementation of Latsar CPNS plays an important role in shaping the quality of state apparatus capable of facing the challenges of modern bureaucracy.

In its development, the ASN training system has undergone transformation as a form of adaptation to the development of information and communication technology. Changes in learning patterns became increasingly apparent after the Covid-19 pandemic, which encouraged government institutions to integrate digital technology into the apparatus training system. One learning approach that has developed in this context is the blended learning method. The blended learning method is a learning model that combines face-to-face learning with online learning in an integrated manner, allowing the learning process to take place more flexibly and adaptively according to participants' needs.

The application of blended learning in ASN training is seen as a strategy capable of improving time efficiency, expanding access to learning, and providing flexibility for participants in following the training process.

Garrison and Vaughan (2008) explain that blended learning is the integration of face-to-face learning and online learning designed to create an effective learning experience through a combination of direct interaction and the use of digital technology. In the context of ASN training, this method is considered relevant because it is able to address the learning needs of apparatus who work within dynamic bureaucratic conditions.

The Ministry of Home Affairs, through its Human Resource Development Agency (BPSDM), has implemented the blended learning method in the administration of Latsar CPNS Grade III since 2021. The implementation of this method has been carried out consistently and on a large scale, with an average number of participants reaching 1,000 civil servant candidates each year. The implementation of blended learning in Latsar CPNS consists of several learning stages, namely independent learning through a Massive Open Online Course (MOOC), distance learning, a period of workplace habituation, and classical face-to-face learning.

Conceptually, the application of blended learning in Latsar CPNS is expected to create a more flexible, effective, and efficient learning system. However, the implementation of this method still faces various challenges in the field. Based on the results of observations and interviews in this study, various technical and substantive obstacles were found that affect the effectiveness of blended learning implementation. Some of the obstacles that arose include limited internet network access, Learning Management System (LMS) disruptions, low interaction in online learning, limited supervision during the habituation period, and the workload of participants who still had to carry out their official duties while attending the training.

In addition to technical obstacles, this study also found problems related to the quality of learning implementation. Some participants felt that the learning materials were still too theoretical and did not provide meaningful practical experience in shaping ASN core values. Participants also felt that the training schedule was often poorly structured, disrupting learning effectiveness. This condition shows that the implementation of blended learning cannot be viewed merely as a technological transformation of learning, but must also take into account organizational readiness, facilitator quality, and the characteristics of training participants.

These problems indicate a gap between the design of the blended learning policy and the reality of its implementation in the field. On one hand, the blended learning method provides efficiency in terms of training time and cost. On the other hand, questions arise regarding the extent to which the method is truly effective in building technical competence and internalizing ASN core values as the main goal of Latsar CPNS. The effectiveness of training is measured not only by the efficiency of its administration, but also by the training's ability to produce changes in participants' knowledge, skills, attitudes, and behavior in accordance with ASN core values.

In this study, the effectiveness of blended learning is analyzed using the learning effectiveness theory of Slavin (1995). This theory was chosen because it provides a comprehensive analytical framework for assessing learning effectiveness. According to Slavin, learning effectiveness can be measured through four main indicators: appropriate levels of instruction, quality of instruction, time, and incentive. The appropriate level of instruction relates to the ability of the learning method to adjust to the characteristics and readiness of participants. Quality of instruction relates to the quality of material delivery, instructor competence, and the effectiveness of learning media. The time indicator assesses the adequacy and effectiveness of learning time management, while the incentive indicator relates to the motivation and support given to participants during the training.

The use of Slavin's theory in this study is considered relevant because blended learning in Latsar CPNS is related not only to pedagogical aspects, but also to the context of public administration and state apparatus HR development policy. Using this approach, this study seeks to provide a deeper analysis of the effectiveness of blended learning implementation in improving the capacity of state apparatus human resources within the Ministry of Home Affairs.

Previous research shows that the implementation of blended learning in ASN training generally has a positive impact on the flexibility and effectiveness of learning. However, various studies also show that the success of blended learning is greatly influenced by the readiness of digital infrastructure, facilitator quality, organizational support, and participants' readiness to engage in technology-based learning. Ratnasari, Handoko, and Widodo (2025) found that the implementation of blended learning in Latsar CPNS at BPSDM East Java Province ran well conceptually, but still faced obstacles such as limited technology access, low participant focus, and the dual workload of training participants. Helmi's research (2024) also shows that the effectiveness of blended learning is still influenced by facilitators' limited time and the readiness of the online learning system.

Based on the above description, it can be understood that the implementation of blended learning in Latsar CPNS is a strategic policy in ASN capacity development, but its

implementation still requires continuous evaluation and improvement. Therefore, this study was conducted to analyze the effectiveness of the blended learning method in improving human resource capacity in the Latsar CPNS Grade III program at the Ministry of Home Affairs, including the factors that support and hinder its implementation, as well as the efforts made to improve the effectiveness of the training implementation.

METHOD

This study uses a qualitative research method with a descriptive approach. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the phenomenon of blended learning method implementation in the Basic Training Program for Civil Servant Candidates (Latsar CPNS) Grade III at the Ministry of Home Affairs, particularly regarding the effectiveness of its implementation in improving state apparatus human resource capacity. Qualitative research enables researchers to obtain a comprehensive picture of empirical conditions in the field through direct interaction with research subjects and interpretation of the various data obtained during the research process.

According to Creswell (2016:4), qualitative research is a research method used to explore and understand the meaning derived from social or human problems. This approach produces descriptive data in the form of written or spoken words from individuals and observed behavior. In line with this, Moleong (2018:6) states that qualitative research aims to understand the phenomena experienced by research subjects holistically through description in the form of words and language within a specific natural context. Thus, the qualitative approach is considered relevant for analyzing the effectiveness of blended learning, which relates not only to the technical aspects of learning, but also to the experiences, perceptions, and interactions of training participants.

This study was conducted at the Human Resource Development Agency (BPSDM) of the Ministry of Home Affairs, as the institution organizing the Latsar CPNS Grade III program. The research location was selected purposively, considering that BPSDM of the Ministry of Home Affairs is one of the government training institutions that has consistently implemented the blended learning method in organizing Latsar CPNS since 2021. In addition, the implementation of blended learning at the Ministry of Home Affairs is carried out on a large scale with a fairly large number of participants each year, making it considered representative for study.

This study's focus is directed at the effectiveness of the blended learning method in improving state apparatus human resource capacity in Latsar CPNS Grade III. To analyze this effectiveness, the study uses the learning effectiveness theory of Slavin (1995), which consists of four main indicators: quality of instruction, appropriate levels of instruction, time, and incentive. These four indicators are used as the basis for analysis in assessing the extent to which the blended learning method is able to support the learning process and the achievement of ASN training objectives.

The data sources in this study consist of primary and secondary data. Primary data were obtained directly through in-depth interviews and observations of informants involved in the implementation of Latsar CPNS. Research informants were selected using purposive sampling, namely the selection of informants based on certain considerations relevant to the research objectives. The informants in this study consisted of training organizers, widyaiswara (training instructors), mentors, and Latsar CPNS Grade III participants within the Ministry of Home Affairs. These informants were selected because they were considered to have the knowledge, experience, and direct involvement in the implementation of blended learning.

Meanwhile, secondary data were obtained through documentary studies of various documents related to the administration of Latsar CPNS and state apparatus HR development policy. These documents include laws and regulations, training implementation guidelines, training activity reports, learning modules, training evaluation data, scientific journals, books,

and other literature relevant to the research topic. Secondary data were used to strengthen the analysis results and provide a more comprehensive understanding of the research object.

Data collection techniques in this study were carried out through observation, interviews, and documentation. Observations were conducted to obtain a direct picture of the implementation process of blended learning in Latsar CPNS, both in the online and classical learning stages. Observations were also conducted to examine the interaction between participants and widyaiswara, the use of learning media, and the overall dynamics of training implementation.

Furthermore, in-depth interviews were conducted with research informants using a semi-structured interview guide. The semi-structured interview technique was chosen so that the researcher retained flexibility in exploring information that developed during the interview process. Through these interviews, the researcher obtained data on participants' experiences, perceptions of blended learning effectiveness, obstacles faced during training implementation, and various factors influencing the success of the learning method's implementation.

In addition to observation and interviews, this study also used documentation techniques to obtain written data supporting the research. Documentation was conducted by collecting various documents related to the administration of Latsar CPNS, such as training schedules, learning modules, participant evaluation reports, activity documentation, and policies related to the implementation of blended learning within BPSDM of the Ministry of Home Affairs.

Data analysis techniques in this study used the Miles and Huberman interactive analysis model, which consists of three stages: data reduction, data display, and conclusion drawing (Miles, Huberman, & Saldana, 2014). Data reduction was carried out by selecting, focusing, simplifying, and grouping the data obtained during the study in accordance with the research focus. This stage was carried out continuously throughout the research process to ensure that the data obtained were more focused and relevant to the research objectives.

The next stage is data display. At this stage, the reduced data are compiled and presented in the form of descriptive narrative to facilitate the researcher's understanding of patterns, relationships, and meanings derived from the data obtained. Data presentation was carried out systematically based on Slavin's learning effectiveness indicators, so that the research analysis becomes more structured.

The final stage is conclusion drawing and verification. Conclusions in this study were obtained through a process of in-depth interpretation of the analyzed data. Verification was carried out continuously throughout the research process to ensure the consistency and validity of the data obtained. Thus, the research results are expected to provide an objective and comprehensive picture of the effectiveness of the blended learning method in improving human resource capacity in the Latsar CPNS Grade III program at the Ministry of Home Affairs.

To maintain data validity, this study used source triangulation and method triangulation techniques. Source triangulation was carried out by comparing information obtained from various research informants, while method triangulation was carried out by comparing data from interviews, observations, and documentation. The use of triangulation aims to increase data credibility so that the research results can be scientifically accounted for.

With this methodological approach, this study is expected to provide an in-depth analysis of the implementation of blended learning in Latsar CPNS, including the factors that support and hinder the effectiveness of its implementation in developing state apparatus human resource capacity within the Ministry of Home Affairs.

RESULTS AND DISCUSSION

The research results show that the implementation of the blended learning method in the Basic Training Program for Civil Servant Candidates (Latsar CPNS) Grade III within the Ministry of Home Affairs has generally run fairly effectively in supporting the improvement of state apparatus human resource capacity. This effectiveness can be seen in the learning process

that is able to integrate online and classical learning in a structured manner, so that participants can still follow the training process flexibly without completely abandoning their official duties. The implementation of blended learning in Latsar CPNS is carried out through several learning stages, including a Massive Open Online Course (MOOC), distance learning, habituation, and classical learning. This learning model was applied as a form of adaptation to the development of information technology as well as an effort to improve the efficiency of ASN training implementation.

Based on interviews with training organizers, the implementation of blended learning is considered to provide convenience for participants in accessing learning materials more flexibly. Participants can follow the learning process from their respective locations without always having to be physically present at the training location. In addition, the use of a Learning Management System (LMS) allows the learning process to be carried out more systematically, since materials, schedules, assignments, and learning evaluations can be accessed through a single digital learning system. This condition shows that the use of technology in blended learning provides a positive contribution to the effectiveness of apparatus training implementation.

The effectiveness of blended learning in this study is analyzed using the learning effectiveness theory of Slavin (1995), which includes four main indicators: quality of instruction, appropriate levels of instruction, time, and incentive. These four indicators are used to assess the extent to which the implementation of blended learning is able to support the learning process in Latsar CPNS and improve the capacity of training participants.

On the quality of instruction indicator, the research results show that the learning materials in Latsar CPNS are generally in accordance with participants' needs and the objectives of ASN training. The learning materials cover the reinforcement of ASN BerAKHLAK core values, the position and role of ASN, ASN management, public services, and the actualization of ASN core values in the work environment. Based on interviews with training participants, most participants felt that the materials provided were relevant to job needs and were able to provide an understanding of the role of ASN within the government bureaucracy.

In addition to the relevance of the material, the quality of instruction is also influenced by the competence of the *widyaiswara* in delivering the training material. Based on observations and interviews, the *widyaiswara* were considered to have fairly good ability in explaining learning material, both in online sessions and classical learning. The use of presentation media, group discussions, case studies, and actualization assignments was considered to help participants understand the learning material more contextually. This is in line with the opinion of Noe (2019), who states that training effectiveness is greatly influenced by instructor quality, learning methods, and the relevance of the material provided to participants.

Nevertheless, the research results also show that the quality of online learning still faces several obstacles. Some participants felt that online learning tended to be less interactive compared to face-to-face learning. Limited direct interaction caused some participants to experience difficulty in understanding certain material, especially material that required in-depth explanation and intensive discussion. In addition, the fairly long duration of online learning caused participants to experience fatigue and decreased concentration during the learning process. This condition shows that the quality of learning in blended learning is influenced not only by the quality of the material, but also by the effectiveness of the learning interaction that occurs during the training process.

On the appropriate level of instruction indicator, the research results show that the implementation of blended learning has generally been able to adjust the learning process to the characteristics of training participants. Most participants are from the younger generation, who are fairly familiar with the use of digital technology, so that they are able to follow Learning Management System (LMS)-based learning well. Learning flexibility also provides

opportunities for participants to access learning materials independently according to their respective needs.

However, the study found that participants' ability to adapt to online learning was not entirely uniform. Some participants experienced difficulty in using the digital learning system, especially participants who were not yet accustomed to using online learning platforms intensively. In addition, there were participants who experienced difficulty in dividing their time between official duties and the obligation to follow online learning. This condition caused varying levels of participant participation and focus during learning.

The research results also show that the success of blended learning is influenced by organizational readiness in supporting the implementation of digital learning. In the implementation of Latsar CPNS, BPSDM of the Ministry of Home Affairs has provided various learning facilities such as an LMS, digital modules, virtual learning spaces, and technical support during training implementation. This support is an important factor in supporting the smooth running of the online learning process. This is in line with research by Ratnasari, Handoko, and Widodo (2025), which states that the success of blended learning is greatly influenced by the readiness of digital infrastructure and the organizational support of training organizers.

On the time indicator, the research results show that the implementation of blended learning provides efficiency in the implementation of training because participants do not have to follow the entire learning process face-to-face. Online learning allows participants to still follow the training without leaving their work for too long. In addition, the digital learning system also allows participants to access learning material flexibly outside of formal learning hours.

Nevertheless, time management in blended learning remains one of the obstacles in the implementation of Latsar CPNS. Based on interviews, some participants stated that the online learning schedule often clashed with official duties, causing participants to experience difficulty in following learning optimally. In addition, the tight training schedule caused some participants to feel fatigued because they had to complete various assignments within a relatively short time. This condition shows that the effectiveness of blended learning is influenced not only by learning flexibility, but also by the ability to manage time proportionally between official duties and the training process.

Furthermore, on the incentive indicator, the research results show that participants' motivation in following Latsar CPNS is fairly high because the training is a mandatory stage before being fully appointed as Civil Servants. In addition, participants also have the motivation to gain an understanding of ASN core values and improve work competence as state apparatus. Support from mentors, widyaiswara, and training organizers also contributes to increasing participants' enthusiasm in following the learning process.

Nevertheless, the study found that participants' motivation in online learning tends to decrease compared to face-to-face learning. Some participants admitted to experiencing boredom during fairly long periods of online learning. The lack of direct interaction with widyaiswara and other participants caused the learning atmosphere to become less dynamic. In addition, participants' different work environment conditions also affected their concentration during online learning.

The research findings show that the implementation of blended learning in Latsar CPNS provides various benefits in supporting the effectiveness of ASN learning. Blended learning is able to improve learning flexibility, expand access to training materials, and support the efficiency of apparatus training implementation. Nevertheless, the success of blended learning implementation is still influenced by various factors, such as the readiness of technology infrastructure, the quality of learning interaction, participants' adaptive ability, and the organizational support of training organizers.

These research results are in line with Helmi's research (2024), which shows that blended learning in ASN training provides learning flexibility, but still faces various technical obstacles and limited online learning interaction. In addition, Alina's research (2022) also shows that the effectiveness of blended learning is greatly influenced by the quality of learning management and the readiness of the technology used during the training process.

Based on the results of this analysis, the researcher argues that blended learning is a relevant learning method to be applied in ASN capacity development in the digital era. Nevertheless, the implementation of blended learning needs to be supported by strengthening technology infrastructure, improving the quality of the Learning Management System (LMS), developing more interactive learning methods, and managing training schedules more proportionally so that learning effectiveness can be achieved optimally.

CONCLUSION

Based on the research results and discussion, it can be concluded that the implementation of the blended learning method in the Basic Training Program for Civil Servant Candidates (Latsar CPNS) Grade III at the Ministry of Home Affairs has generally run effectively in supporting the improvement of state apparatus human resource capacity. This effectiveness can be seen from the ability of the blended learning method to create learning flexibility through the integration of online and classical learning, so that participants can still follow the training process more adaptively to bureaucratic working conditions. In addition, the quality of instruction is considered fairly good, supported by the relevance of the training material, the competence of the widyaiswara, and the use of learning technology through the Learning Management System (LMS). In terms of the appropriate level of instruction, blended learning is able to accommodate the characteristics of participants, most of whom are already familiar with the use of digital technology. Meanwhile, in terms of time, the blended learning method provides efficiency in training implementation because participants can follow part of the learning process online without completely abandoning their official duties. In terms of incentive, participants' motivation to follow the training is also fairly high because Latsar CPNS is an important stage in shaping ASN competence and character.

Nevertheless, this study found that the implementation of blended learning still faces several obstacles that affect learning effectiveness. These obstacles include limited internet network access, disruptions to the online learning system, low interaction during online learning, and participants' difficulty in dividing time between official duties and training obligations. In addition, online learning of a fairly long duration causes some participants to experience boredom and decreased concentration during the learning process. Therefore, the success of blended learning implementation is determined not only by the use of learning technology, but is also influenced by the readiness of digital infrastructure, the quality of learning management, organizational support, and the adaptive ability of training participants.

Based on these research results, the researcher recommends that the Human Resource Development Agency (BPSDM) of the Ministry of Home Affairs continue to strengthen learning technology infrastructure, improve the quality of the Learning Management System (LMS), and develop more interactive and participatory online learning methods. In addition, a more proportional management of the training schedule is needed so that participants can follow the learning process optimally without disrupting the implementation of their official duties. With these improvements, the implementation of blended learning is expected to be able to more optimally and sustainably improve the effectiveness of state apparatus human resource capacity development.

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