

ACADEMIC EVALUATION VALUE MEDIATES THE INFLUENCE OF BLENDED LEARNING METHODS ON THE IMPLEMENTATION VALUE OF THE ACTUALIZATION OF CPNS BPS LATSAR PARTICIPANTS IN 2021

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ARTICLE INFO

Keywords:

Actualization
Academic Values
Blended Learning
Classical
Distance Learning
Massive Open Online Course (MOOC)
CPNS Latsar

ABSTRACT

This study aims to determine the effect of the Blended Learning learning method (Massive Open Online Course, Distance Learning and Classical) on the Evaluation of the Implementation of Actualization through the Academic Evaluation of of Latsar CPNS BPS Participants in 2021, and for information, input, and study materials for work units in human resource development. BPS through the evaluation of Latsar CPNS learning at the BPS Education and Training Center and the Training Institute more broadly. Independent variables: Massive Open Online Course (X1), Distance Learning (X2) and Classical (X3). The dependent variable is Academic Evaluation (Y1) as an intervening variable and Evaluation of Actualization Implementation (Y2). The research approach used is secondary data processing from the results of the Latsar CPNS BPS Participants in 2021. The model was analyzed using AMOS statistical software version 22. The data processed were 452 samples from 523 participant population data with purposive sampling. This study found that the Academic Evaluation Value had an effect and was significant on the Evaluation Value of the Implementation of Actualization. The implementation of actualization was influenced by the blended learning learning method, both positive and negative and significant, direct and indirect effects through the Academic Evaluation of Latsar CPNS participants in 2021

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1. INTRODUCTION

Human Resources (HR who are competent, adaptive and quick to find solutions to organizational problems in responding to today's increasingly complex global challenges, are the main things needed by organizations that are ready and able to achieve competitive advantage. The role of Human Resource Management (HRM) is very important For the organization, it does not only function to handle HR personnel issues, it must also be a pioneer in dealing with an ever-changing environment [1]. explains that "Human resource strategy is defined as an organizational action that must accept the function of human resources as a good strategic partner. in the formulation of organizational strategy, as well as in implementing the strategy through human resource activities such as recruiting, selecting, training, and rewarding personnel [2]. For organizations that dedicate themselves as institutions that have competitive advantages, they must increase the role of HR in an effort to achieve it. According to Ulrich (1997) there are four new roles that must be played by HR to be able to form a superior company, namely: Strategic partner, Administrative Expert, Employee Champion, Agent Change [3].

Training and development is a dimension that can build and increase employee productivity. Training and development must be carried out regularly and continuously so that the results can be seen in real terms. [4] stated that training and development are benefits that can be obtained by organizations in the long term. Education and Training Center The Central Statistics Agency (Pusdiklat BPS) is the

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implementing element of BPS which plays an important role in developing the competence of the State Civil Apparatus in the field of education and training (Diklat) in this case employees within BPS and BPS stakeholders in general. The BPS Education and Training Center has the task of implementing pre-service and leadership education and training as well as technical and functional education and training in order to produce Superior, Adaptive and Competent State Civil Apparatus HR.

The Corona Virus infection, which was declared to have appeared in early March 2020 in Indonesia, did not disturb the BPS Education and Training Center in the ongoing implementation of the training, instead this obstacle became an opportunity for the BPS Education and Training Center to improve the quality of the BPS training and education services. The BPS Education and Training Center transfers the learning system from classical to e-learning or distance learning, through online meetings, namely between teachers and training participants connected through online media (mediated communication) meeting applications, computer networks, the internet, and so on. After a year of undergoing a distance learning period by utilizing information technology with a classical curriculum, in 2021 the State Administration Institute (LAN) will issue a regulation to regulate the basic training of prospective civil servants (CPNS) with integrated blended learning, namely Latsar CPNS which is carried out by combining the learning process face-to-face in the classroom with an online learning process (Institution of State Administration 2021d). This regulation was followed by the making of Guidelines for the Implementation of Basic Training for Civil Servant Candidates (State Administration Institution 2021a), and the preparation of the CPNS Latsar Curriculum adapted to blended learning during the pandemic (State Administration Institution 2021b).

The measure of the success of a CPNS Latsar participant after attending the training is based on the Academic assessment, and the Habituation assessment (Actualization Implementation). Academic evaluation is a parameter to assess participants' understanding of the substance of the training subjects, while evaluation of the actualization implementation is carried out to measure the achievement of self-acustoming in the workplace from the values of various training subjects that have been studied during the training. [5] suggests that in training there are a number of parameters, namely; Instructors, participants, materials, methods (curriculum), training objectives, results (results to be achieved) and training targets should be defined in detail and measurable criteria [6], [7]. Through training and development, it is hoped that all potentials possessed by employees or prospective employees can be explored and developed in order to provide the best benefits for the organization. Training and development are dimensions that can increase employee productivity.

As an initial illustration, the BPS Education and Training Center has implemented Basic Training (Latsar) for Candidates for Civil Servants (CPNS), as an important role for the BPS Education and Training Center in developing the competence of the State Civil Apparatus in the field of education and training (Diklat). As the basis of this research, the author sees the difference in academic values and the actualization value of the Basic Training for Civil Servant Candidates at the BPS Education and Training Center in 2019 and 2020 as shown in Table 1.1.

Table 1. Academic Evaluation Value and Actualization Value of Basic CPNS Training Participants of the BPS Education and Training Center in 2019 and 2020.

No	Description	2019 (%)	2020 (%)
Academic Value			
1	Level 4 (80,01 – 100)	45,42	100
2	Level 3 (70,01 – 80)	49,49	0
3	Level 2 (60,01 – 70)	4,41	0
4	Level 1 (0 – 60)	0,68	0
Actualization Value			
1	Level 4 (80,01 – 100)	100	99,46
2	Level 3 (70,01 – 80)	0	0,54
3	Level 2 (60,01 – 70)	0	0
4	Level 1 (0 – 60)	0	0

Source: BPS Training Center, processed

After the author studied further, "there is a difference in learning methods" for the CPNS Latsar which was held in 2019 and 2020, as well as in 2021, the Blended Learning learning method was applied to the BPS CPNS Latsar. Many researches and studies discuss online learning, effectiveness, constraints,

systems, curriculum and impacts as well as many other factors that are researched and written. Between one study and another research shows various results, some of which are contradictory studies where the output of online learning is not like the previous classical learning process. Some of the results of these studies can be seen in the following table.

Table 2. Gaps in the results of previous studies

Research Gap	Previous Research Results
Chapter 1. Gaps in research results and findings regarding the effect of Massive Open Online Course (MOOC) learning on academic grades and actualization implementation scores	The use of this MOOC application can help students improve student achievement and achievement (Ismail et al. 2018),
	According to the literature, accurate data analysis and self-observation of running MOOCs, we collected important factors for high dropout rates in MOOCs: lack of time, lack of learner motivation, feelings of isolation and lack of interactivity in MOOCs, different backgrounds and skills. inadequate[8]
	During the MOOC iteration, the number of active participants remained constant, with a decrease in the number of submissions from the first task (n = 932) to the second task (n = 619). Compared to the total number of students who entered the course at least once (n = 3043), nearly one third completed the first assignment and about 20% completed the second. [9]
Chapter 2. Gaps in research results and findings about the effect of distance learning on academic values and actualization implementation values	The results show that online learning affects academic stress during the covid-19 pandemic. [10]
	Asynchronous learning can increase cognitive participation resulting from more time available for students to process learning material and reflect on it. (Vidhiyasi et al. 2021)
	The overall evaluation of the participants of the Basic Training of Candidates for Civil Servants Level III Class XVII obtained the predicate "Very Satisfactory" as many as 32 people, "Satisfactory" totaling 5 people, "Not Passing" as many as 0 people [11]
Chapter 3. Gaps in research results and findings regarding the influence of classical learning on academic values and actualization implementation values	Practicum test scores are superior to distance learning. While the value of the tutorial is superior when learning face to face.[12]
	Learning styles represent something that students prefer in learning. There are 3 kinds of learning styles of students, namely visual, auditory and kinesthetic learning styles. [13]
	Classical learning is a communication process (Onong Uchjana, 2007:101). Smooth communication between educators and students will improve the quality of ongoing learning. Hovland (in Onong Uchjana, 2007:10) communication is the process of changing the behavior of others (communication is the process to modify the behavior of the individuals). [14]

Source: Research articles/journals

Based on the description above, the novelty in this research is to find out whether the Academic Evaluation Value Mediates the Effect of the Blended Learning Learning Method on the Evaluation Value of the Implementation of the Actualization of the CPNS CPNS Latsar Participants in 2021. 2019 is classical, and in 2020 the classical learning curriculum is run online, and in 2021 the BPS Education and Training Center will run the blended learning learning method in organizing the BPS CPNS Latsar.

2. METHOD

The analytical method used in this study is Structural Equation Modeling (SEM), which is an analytical tool which is an extension of regression analysis used to test the strength/influence of direct and indirect relationships between a set of variables between the causal variables and a set of other variables/variables. effect (referred to as a causal relationship). According to Byrne (2009), SEM is a

statistical analysis method with a structural approach to solving problems or phenomena that arise. SEM analysis method is also a multivariate analysis of the continuation of path analysis (path analysis) and multiple regression (multiple regression). Currently, the software that is often used for SEM analysis in various national studies is using Amos and SmartPLS.

Data analysis was performed using IBM® SPSS® AMOS. AMOS is a powerful Structural Equation Modeling (SEM) software that helps support your research and theory by extending standard multivariate analysis methods, including regression, factor analysis, correlation, and analysis of variance. Amos is included in the Premium edition of SPSS Statistics (SPSS Amos - Overview - Indonesia | IBM n.d.). AMOS is used to see the relationship between the dependent variable (endogenous variable) and independent variable (exogenous variable). In this study, using SEM to explain the system of correlative dependence relationships between one or more manifest variables and latent constructs simultaneously.

The results of the research conducted need to be understood that blended learning is not just a technology; Blended learning is also a learning mode that seeks a new combination of Virtual Learning (VL) and Classical Classroom Learning (CCL) from a strong educational perception and offers many meaningful and innovative opportunities for education. As previous research has shown, traditional courses are becoming more than hybrid courses – a combination of VL and CCL. When we discuss distance learning courses, course content is delivered online [15]

So that this research hypothesis is formulated as follows; H0: the value of academic evaluation does not mediate the effect of the blended learning method on the evaluation value of the actualization implementation.

HA: the value of academic evaluation mediates the effect of the blended learning method on the evaluation value of the actualization implementation.

3. RESULTS AND DISCUSSION

The current research is required to be able to penetrate international indexes such as Scopus, this makes researchers have to be able to adjust their analytical methods using the SEM analysis method so that journals that prioritize the use of the SEM analysis method are accepted. According to Haryono & Wardoyo (2014), SEM methods can be classified into two types, namely, covariance-based SEM or covariance-based structural equation modeling (CB-SEM) and variant or component-based SEM (VB-SEM). For the CB-based SEM group, SEM can be operated by software such as AMOS, Lisrel, EQS and M-plus.

Data analysis was performed using IBM® SPSS® AMOS. AMOS is a powerful Structural Equation Modeling (SEM) software that helps support your research and theory by extending standard multivariate analysis methods, including regression, factor analysis, correlation, and analysis of variance. Amos is included in the Premium edition of SPSS Statistics (SPSS Amos - Overview - Indonesia | IBM n.d.). AMOS is used to see the relationship between the dependent variable (endogenous variable) and independent variable (exogenous variable). In this study, using SEM to explain the system of correlative dependence relationships between one or more manifest variables and latent constructs simultaneously. SEM serves to determine how the theoretical model showing the relevant system is supported by the sample data, namely the estimation of the relationship between the main constructs. Since no single criterion for evaluating the fit of the theoretical model is as good as the SEM results, various fit indices were developed (Schermmelleh-Engel and Moosbrugger, 2003; Ding et al., 1995; Sugawara and MacCallum, 1993) (Cangur and Ercan 2015).

In his paper [16] mentions, this multivariate technique combines aspects of multiple regression and factor analysis to estimate the dependent skills that are interrelated simultaneously. The standardized beta value (standardized regression coefficient) will be a guide to see the level of significance of the relationship between each construct and then to accept or reject the hypothesis. SEM combines the concepts of multiple regression analysis and path analysis (involving more than one relationship between the dependent variable and the independent variable in the model).

Variable Analysis Test Model and Research Indicator

Before proceeding with the analysis of research results using AMOS, an analytical test model is made which describes the relationship between variables and their respective indicators. The test model of this research analysis is shown in the following figure.

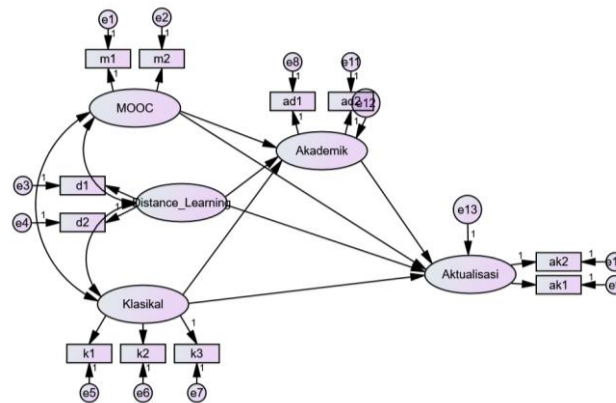


Figure 1. Variable Analysis Test Model and Research Indicators

Description of Research Variables and Indicators in this model can be explained as follows;

No	Variable	Indicator	Description
1	Massive Open Online Course (MOOC)	Posttest (m1) Trophy (m2)	Nilai 0 – 100
2	Distance Learning	Task (d1) Learning Journal (d2)	
3	Classic	Discipline (k1) Cooperation (k2) Initiative (k3)	
4	Academic Evaluation Score	Type A questions (ad1) Type B questions (ad2)	
5	Actualization Evaluation Value	Actualization Plan (ak1) Update Report (ak2)	

Based on the conceptual framework model in the picture above, a mathematical model of the structural equation can be made;

$$Ad = a_1M + a_2D + a_3K + e_1$$

$$Ak = b_1M + b_2D + b_3K + e_2$$

$$Ak = b_1M + b_2D + b_3K + b_4Ad + e_3$$

Where

Ad = Academic Evaluation Value,

Ak = Actualization Evaluation Value,

M = MOOC Learning,

D = Distance Learning and

K = Classical Learning

while a_i , b_i , c_i are the i -th influence coefficients, and e_i is the error (error factor) at the i -th entry.

Normality test

The research data tend to be a type of distribution. Good data and not if the data has a normal distribution, to find out it can be done with a normality test. According to the normality test is known as the regression model test between the dependent variable and the independent variable. In writing (Syamsuddin 2013), it is stated that the normality test uses an assessment of normality value based on the critical ratio value of CR (Critical Ratio). The data is said to follow a normal distribution if the CR skewness value is in the interval -1.96 CR 1.96 for an accuracy level of 5%, and the value is -2.58 CR 2.58 for a significance level of 1%.

If in the SEM analysis, the data is not normal, the results of the analysis will be biased. Normality testing in this study was carried out on all variables together (multivariate normality). To get better results in data processing with SEM-AMOS, the data which was originally in the form of a ratio value of 0 - 100, was rounded up by dividing by 10 and rounded off where data x.00 to x.49 was rounded up by x, and if the data x,5 to x,99 rounded up to x,5. The results of normality analysis using AMOS can be seen in Figure 4.7. as follows.

Assessment of normality (Group number 1)

Variable	min	max	skew	c.r.	kurtosis	c.r.
ad2	8.500	10.000	-.260	-2.258	-.478	-2.075
ak1	8.500	10.000	-.020	-.176	-.382	-1.657
ak2	8.500	9.500	-.660	-5.724	-.532	-2.310
ad1	8.500	10.000	-.620	-5.384	-.180	-.781
k1	8.000	9.500	-1.131	-9.820	.178	.773
k2	8.500	9.500	-1.157	-10.041	.296	1.282
k3	8.000	9.500	-.981	-8.513	-.050	-.215
d1	8.500	9.500	-.986	-8.560	-.217	-.944
d2	8.000	9.500	-.895	-7.771	.195	.846
m2	7.500	10.000	-.584	-5.069	-.210	-.910
m1	8.500	9.500	.262	2.276	.132	.571
Multivariate					3.270	2.056

Figure 2. Normality Test

The normality test of the research data shows that the CR value of 2.056 is in the range of -2.58 to +2.58, so the data can have normal distribution both individually and as a whole (multivariate).

Multivariate Outlier Test

Furthermore, to find out whether the research data is classified as outlier, it can be seen from the Mahalanobis d-squared value. Data is said to be outlier if there is a distance between a data and a certain center point. The further away the data is from the center point, the more likely the data is to be an outlier. Data that is categorized as outlier if the Mahalanobis d-squared value between variables shows the total value of p_1 & $p_2 = 0$, if the value of p_1 & $p_2 > 0$ then there is no data categorized as outlier. This is in accordance with what Sugiyono (2001: 61) stated that purposive sampling is a sample selection technique with certain considerations. Also according to Margono (2004: 128), the selection of a group of data in purposive sampling is carried out based on certain characteristics that are considered to have a relationship with previously known population characteristics (Rudi n.d.).

Confirmatory Factor Analysis/CFA

Measurement model is part of the model in SEM which consists of a latent variable (construct) and several manifest variables (indicators) that support the strengthening of the latent variable. This test is carried out with the aim of knowing how accurate (valid) each indicator can describe the existing latent variables. Testing the validity of the measurement model using a confirmatory factor analysis (CFA) test. Each model has a good model accuracy when every manifest variable (indicator) of the existing latent variables (constructs) has a low error value and high component loading factor (Armela 2020).

Effect Between Variables

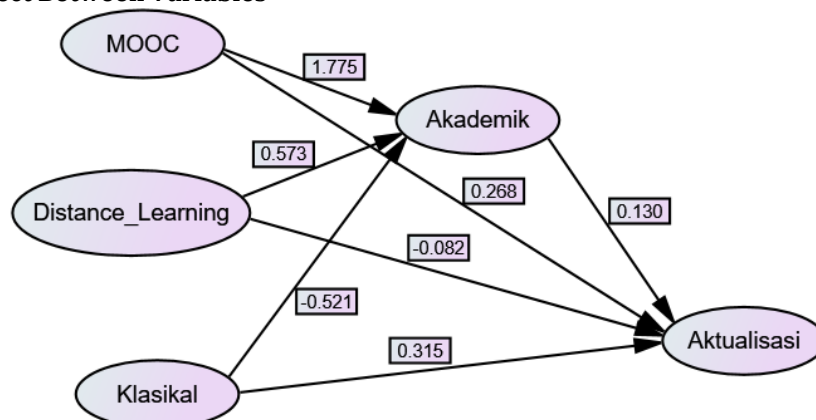


Figure 3. Effects Between Variables

Figure 3. above shows the direct and indirect effects of Massive Open Online Course (X1), Distance Learning (X2) and Classical (X3) learning methods, on Academic Evaluation (Y) and Evaluation Value of Actualization Implementation (Z), with the magnitude of the effect.

Full Model SEM Analysis

Analysis of the results of data processing at the full stage of the SEM model was carried out by conducting conformity tests and statistical tests. In his writing (Syamsuddin 2013) he explains that to test the validity of the instrument in the SEM model, the first requirement is that the model must fit the data (fit). The results of the conformity test (Goodness of fit) show that the full model has a good goodness of fit. A model is said to be suitable if it meets the requirements of the Goodness of Fit test as shown in table 4.26. the following.

Table 2. Terms of the Goodness of Fit Test.

Criteria	Cut off
χ^2 - Chi Square	$\chi^2 \text{ hitung} \leq \chi^2 \text{ tabel}$
p-Value	> 0,05
CMIN/df	$\leq 0,2$
RMSEA	$\leq 0,08$
GFI	> 0,90
RMR	< 0,05
AGFI	> 0,90
TLI	> 0,95
CFI	> 0,95
NFI	> 0,90
PNFI	$\geq 0,60$
PGFI	$\geq 0,60$

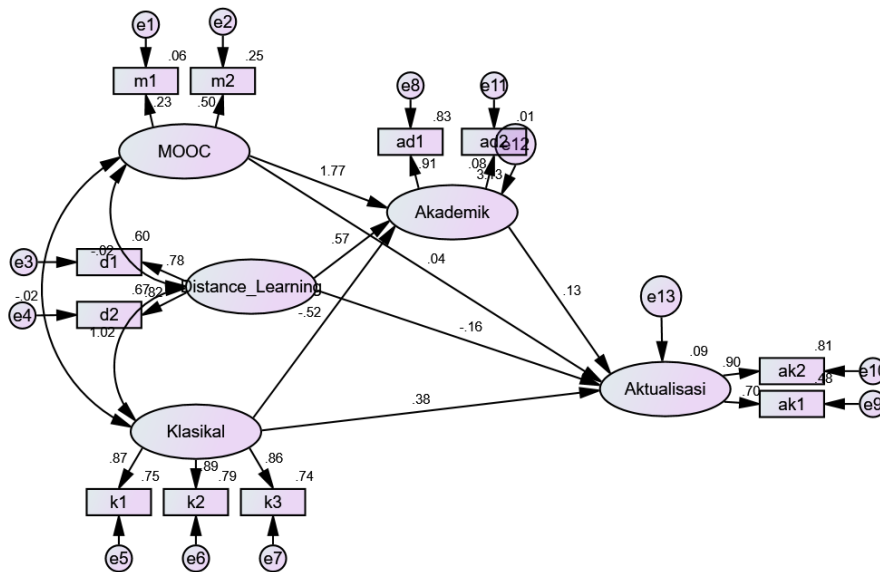


Figure 4. SEM Full Model

The results of the full model fit test from this study can be briefly seen in table 2. as follows:

Table 3. Conformity of Test Results with Goodness of Fit Index Criteria.

Kriteria	Cut off	Hasil Penelitian	Kesimpulan
χ^2 - Chi Square	$\chi^2 \text{ hitung} \leq \chi^2 \text{ tabel}$	169,887	Marginally Fit
p-Value	> 0,05	0,000	Marginally Fit
CMIN/df	$\leq 0,2$	4,997	Marginally Fit
RMSEA	$\leq 0,08$	0,094	Marginally Fit
GFI	> 0,90	0,939	Good Fit
RMR	< 0,05	0,009	Good Fit
AGFI	> 0,90	0,881	Marginally Fit

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Kriteria	Cut off	Hasil Penelitian	Kesimpulan
TLI	> 0,95	0,918	Marginally Fit
CFI	> 0,95	0,949	Marginally Fit
NFI	> 0,90	0,938	Good Fit
PNFI	≥ 0,60	0,580	Marginally Fit
PGFI	≥ 0,60	0,484	Marginally Fit

Source: AMOS Data Processing

The following will present the interpretation of some of the conformity between the cut-off index used and the results of research to test whether a model can be accepted or rejected, Ghozali, (2017) and Wijanto, (2008), (Armela 2020). Some of the model test tools used in this full model fit test include the following:

a. Absolute Fit Indices

This Absolute Fit Indices test tool directly compares the sample covariance matrix with the estimate. This test tool is the basis of all other test equipment, among the test equipment as follows.

1) Chi-square

The chi-square count is expected to be less than the chi-square table (2 count < 2 table). From the results of the research data test conducted by Chi-square, it was obtained with a calculated 2 value of 169.887. Then the value of 2 count > 2 table (169,887 > 58,964), so it can be concluded that the model fits the marginally fit criteria.

2) Probability Value

The acceptable probability value is p 0.05. p value of the test results = 0.000, p < 0.05 so it can be concluded that the model fits the marginally fit criteria.

3) CMIN/df

CMIN/df is the chi-square value divided by the degree of freedom or also called the relative chi-square which is used to measure the level of fit of a model. The expected value is 0.2. The test results show the value of CMIN/df = 4.997, it can be concluded that the model includes marginally fit criteria.

4) The Root Mean Square Error of Approximation (RMSEA)

The RMSEA value 0.08 is an acceptable index for the model. The value of the RMSEA test result = 0.094, thus it can be concluded that the model meets the marginally fit criteria.

5) Goodness-of-Fit-Index (GFI)

Determining the fit model based on the GFI value, the GFI value limit is expected to be 0.90 or at least close to 0.90. the GFI value of the test results = 0.939, so it can be concluded that the model fits the criteria of good fit.

6) Root Mean Residual (RMR)

If the results of the research test have an RMR value of < 0.05, then the model includes a good goodness of fit. The test results from this study the RMR value = 0.009, so it can be concluded that the model fits the criteria of good fit.

b. Incremental Fit Indices

The second test instrument is the Incremental Fit Indices which in Amos is called the comparison fit index. Where with this test tool what happens is to compare the proposed model with the null model (a model with the assumption that all indicators are not correlated with one another).

The measuring tools used in this comparison fit index are:

1) Adjust Goodness-of-Fit Index (AGFI)

The recommended acceptance rate for AGFI if it has a value of 0.9. From the results of the research data test, the AGFI value = 0.881, so it can be concluded that the model fits the marginally fit criteria.

2) Tucker Lewis Index (TLI)

The recommended TLI value as a reference for the acceptance of a model is TLI 0.95. the p value of the test results = 0.918, thus it can be concluded that the model meets the marginally fit criteria.

3) Comparative Fit Index (CFI)

The recommended value for CFI is 0.95. The test results show the CFI value = 0.949, it can be concluded that this model includes the marginally fit criteria.

4) Normal Fit Index (NFI)

Recommended NFI value if NFI 0.90. The test results produce an NFI value = 0.938, so it is concluded that the model fits the criteria of good fit.

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c. Parsimony Fit Indices

The Parsimony Fit Indices test the model's ability to accurately predict the variance-covariance matrix of the population by considering the number of estimated parameters. The principle that becomes the reference is the minimum parameter with the maximum level of accuracy. The statistics tested are:

1) Parsimonious Normal Fit Index (PNFI)

The recommended PNFI value is, PNFI 0.60. The test results show the PNFI value = 0.580, thus it can be concluded that the model includes marginally fit criteria.

2) Parsimonious Goodness of Fit Index (PGFI)

The recommended PGFI value is, PGFI 0.60. The test results in this study the PGFI value = 0.484, so it was concluded that the model included the marginally fit criteria.

From the description of the goodness of fit index test above, the overall model in this study can be accepted as a good model because it can meet several criteria and most of them are close to the goodness of fit index and close to. Thus the feasibility test of the SEM model can meet the acceptance requirements, because all the criteria for goodness of fit are represented with good results.

d. Hypothesis Testing

After carrying out the goodness of fit structural model test which shows the results have met the acceptance requirements, an analysis of the structural model relationship (hypothesis test) will be carried out. The relationship between constructs in the hypothesis is shown by the value of regression weight, Hair et al., (2010). The test is carried out using the t-value or Critical Ratio (CR) in this case at the level of 5% = 1.96 with a significance level of 0.05 (Ghozali, 2017). (Armela 2020).

4. CONCLUSION

Based on the results of data processing and analysis as well as proving hypotheses through research procedures that have been carried out, the authors make several conclusions, including: The BPS CPNS Latsar in 2021 is carried out using the blended learning method, namely by applying the Massive Open Online Course (MOOC) learning method, Distance learning Classical learning and learning. The level of achievement of Academic Evaluation Values and Actualization Implementation Evaluation Values, participants of the BPS CPNS Latsar 2021 is different from 2020 and 2019. Massive Open Online Course (MOOC) learning has a positive and significant influence on Academic Evaluation Values. Distance Learning has a negative and significant impact on the Academic Evaluation Score.

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