

# An Implementation of Online Blended Learning Training and Learning Management System in The Covid-19 Pandemic

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**Abstract.** The existence of the COVID-19 pandemic outbreak has caused a high level of open unemployment in Indonesia. To overcome this problem, the Indonesian Ministry of Manpower held training to be given to people who do not have the skills and want to develop their skills. There are two kinds of training provided, namely blended learning training and online learning management system. This study aims to describe (1) the implementation of blended learning-based online training and LMS (2) Obstacles and solutions to the implementation of blended learning and LMS training. The research method used is a qualitative method. The research subjects included 2 training program managers, 2 training instructors, 2 training participants. The data collection techniques included in-depth interviews with 2 training program managers, 2 training instructors, 2 trainees, observation, and documentation related to the implementation of blended learning and LMS training. The validity of the data used triangulation of sources. The data analysis techniques consist of data collection, data reduction, data presentation and drawing conclusions. The results of the study explain that blended learning training was carried out with a portion of 30% online and 70% offline, while LMS was carried out online by combining an e-training platform as a learning support. The obstacle in implementing this training was the internet network connection. The solution provided was the training instructor reviewed the training material during offline training. In conclusion, BBPLK Semarang is one of the institutions that implement blended learning and LMS which has been held since the beginning of the pandemic by combining e-training. This implementation had several obstacles including internet connection and there were still some participants who did not have adequate gadgets. The implementation of this training was supported by the replacement of internet quota fees that could support blended learning and LMS training.

**Key words:** implementation, training, blended learning, online learning management system (OLMS), covid-19 pandemic

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## INTRODUCTION

Indonesia is facing the Covid-19 (Coronavirus) outbreak currently which is very disturbing to the public. The Covid-19 pandemic has greatly impacted various sectors in human life, namely the health sector, education, economics, law, politics and even worship. Among these sectors, the economic sector has had a very large impact on the world of employment. In the world of employment, many companies are doing mass layoffs, which causes the unemployment rate to increase.

It can be seen from data based on the Central Statistics Agency (BPS) of Central Java Province which states that in 2020 the unemployment rate in Central Java has increased during the Covid-19 pandemic. Based on the data from the Central Statistics Agency (2021) the number of unemployed in Central Java reaches currently 1,214,342 people, or about 6.48% of the total workforce in Central Java in 2020 which reached 18,751,277 people. This number increased by about 2.04% compared to 2019 or before the Covid-19 pandemic took place, in which the unemployment

rate in Central Java was around 4.44% of the total workforce (Central Java BPS, 2021).

Furthermore, the latest data from BPS Central Java Province in March 2021 stated that the highest number of unemployed was in the Semarang city in the amount of 98,001 people or around 9.5% of the total workforce which reached 1.02 million people. While the second place is occupied by Brebes Regency with the number of unemployed reaching 89,494 people or around 9.8%. In third place is Cilacap Regency with the number of unemployed reaching 80,811. Tegal Regency with 70,246 unemployed people and Banyumas Regency with 52,689 unemployed people (Central Java BPS, 2021).

The challenge in the field of employment in Indonesia is not only the high unemployment rate due to termination of employment (PHK), but the industrial revolution 4.0 in which human resources in Indonesia must have skills in accordance with the current job market. Efforts have been made by the Indonesian Ministry of Manpower to face this challenge, namely by organizing job training that will be given to people who have been laid off and fresh graduates so that

human resources in Indonesia have skills in accordance with the needs of the current world of work.

Government Regulation of the Republic of Indonesia Number 31 of 2006 concerning the National Job Training System, it is stated in chapter 1 article 1 that it is explained that the definition of job training is as follows.

"Job training is the entire activity to provide, obtain, improve, and develop work competence, productivity, discipline, attitude, and work ethic at a certain skill and expertise level in accordance with the level and qualification of the position or job".

BBPLK (Great Vocational Training Development Center) is one of the government agencies that organizes job training for people who have been laid off and fresh graduates. Zalfah (2020) in her research shows that training programs organized by job training centers have so far succeeded in helping the government to overcome the high unemployment rate. This can be seen from the number of trainees who graduated about 3,842 people or 90%, about 2,134 or 50% of the participants have found work.

Meanwhile, the Ministry of Manpower is currently reviewing a learning system based on an LMS (Learning Management System) which is expected to be implemented online. The Learning Management System (LMS) is one of the options used for learning during this pandemic, it is the right choice that the selection of the right media for learning can make it easier for both teachers and students to carry out the learning process. In addition, the media made should be in accordance with characteristics of the curriculum (Saputra & Pasha, 2021).

The job training which was initially implemented by applying the blended learning method will be developed in the online learning management system learning method. This is in line with research conducted by Sutarto et al., (2019) explaining that training organized by government and private agencies will switch to online training. Online training is considered more effective and efficient in encouraging an educator to improve competence in accordance with the development of science and technology. The development of the Online Learning Management System continues to be developed by the Ministry of Manpower in the training process by considering several training procedures that can be carried out online.

The development of this Online Learning Management System may be able to take advantage of existing platforms namely whatsapp groups, zoom, google hangouts, and e-training. The development of the Online Learning Management System is in line with research conducted by Fitriani (2020) which explains that Learning Management System applica-

tions such as Google Classroom, Edmodo, Moodle, and SEVIMA Edlink and LMS which were developed are very useful as online or online learning media during the COVID pandemic - 19

The Learning Management System is a system that continues to be developed during the COVID-19 pandemic to assist distance learning so that students can understand the material provided (Pratama & Kusuma, 2021). Rakhmawati et al. (2021) Learning Management System is a distance learning activity that uses an LMS which can be developed into several features, including the registration process, payment, distribution of learning materials, the interaction process between teachers and students in online classes, online tests which was carried out by using computers and android devices and there were several other LMS functions namely publication of learning materials, downloading of learning materials, assignment and assessment, all of which were done online. Sahidin et al., (2021) E-learning is one of the effective learning methods both theoretically and practically, the selection of media platforms, techniques and methods greatly determines the results of implementing e-learning in the learning process. E-learning is increasingly being developed because it has a significant influence on soft skills, the nature of conflict resolution and student group learning (Deep, 2019).

The Great Vocational Training Development Center is one of the institutions that can overcome the problem of unemployment by increasing the competence of job seekers. BBPLK is developing an e-learning system currently as an innovation to change training methods for job seekers in order to increase competitiveness and competence in the pandemic era. Based on the background explanation above, the study in this thesis has the title "An Implementation Of Online Blended Learning Training And Learning Management System In The Covid-19 Pandemic".

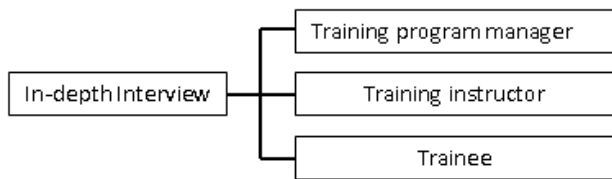
## METHOD

This study used qualitative research methods. Creswell (2013) qualitative research is a method used to explore and understand a problem from the social problem being researched. The location of this study is in the Semarang Job Training Center. The subjects in the study included 2 training program managers, 2 training instructors, 2 training participants at BBPLK Semarang. The data collection techniques used in-depth interviews, observation, and documentation.

In-depth interview technique, researchers explore data in depth about the implementation of blended learning and learning management system training, obstacles, and solutions in the implementation of

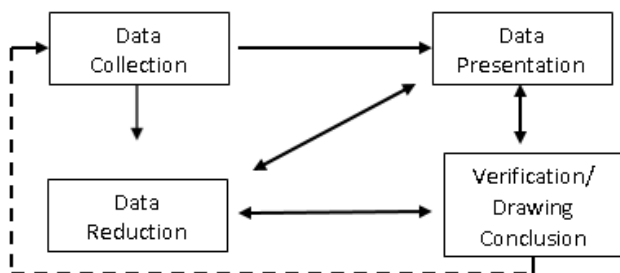
blended learning and learning management system training which is being held by BBPLK Semarang. Observation technique, the researcher conducted direct observation of the training implementation by using blended learning and management learning system to find out the implementation, constraints, and solutions in the implementation of blended learning and learning management system training. Researchers collected the data for documentation technique in the form of training modules, attendance of training participants, and photos of the implementation of blended learning and learning management system training.

The next step was to measure the validity of the data, the researcher used source triangulation as a tool to measure the validity of the data owned by the researcher. In the triangulation technique, the data obtained by the researcher was checked again by equating the results of interviews, observations and documentation at different times. In the technique of discussing with colleagues, the data that had been owned by the researcher was checked again with the program manager and adjusted the existing theory with the data obtained in the field or at the time of data collection.



**Figure 1.** Source triangulation

The last stage was data analysis. The researcher used Miles and Huberman's interactive data analysis model. According to Miles & Huberman (2008: 16) the analysis consists of four flow of activities, namely data collection, data reduction, data presentation and drawing conclusions or verification. In the data collection, researchers collected data and analyzed the implementation, constraints and solutions in the implementation of blended learning and learning management system training.



**Figure 2.** Miles and Huberman's Interactive Data Analysis Model

In the data reduction, researchers compiled the data obtained systematically during interviews and observations starting from the implementation, constraints and solutions of the implementation of blended learning and learning management system training. Presentation of data, researchers present data in the form of ideas and combine the information that had been obtained by using language that is easy to understand. In the drawing conclusions, researchers verified the data through field notes and triangulated sources that had been obtained through in-depth interviews, observation and documentation.

## RESULTS AND DISCUSSION

BBPLK is one of the government agencies under the Ministry of Manpower of the Republic of Indonesia. BBPLK Semarang is one of the training institutions that has the aim of preparing prospective workers who have skills that are in accordance with the needs of DU/DI and are ready to be absorbed in the workforce. The training system in BBPLK is a training assessment, so the community is given training first according to the program, then ends with a competency test which is directly tested by a professional certification body. After graduating from BBPLK, participants receive recognition in the form of a training certificate or competency certification from LSP (training certification agency) at BBPLK and are licensed by BNSP (national training certification body). BBPLK Semarang is one of the training institutions that implements blended learning and learning management system training during the Covid-19 pandemic. Blended Learning is a learning model that combines online and offline learning by utilizing the whatsapp, zoom, and e-training platforms during training. Learning Management System is a fully online learning model by utilizing the e-training platform.

### Implementation of Blended Learning Method

The training program basically contains a series or stages of a learning activity program that is intentional and developed to create a learning process within each trainee (Keith & Rowley, 2012). Before the existence of the implementation, there were several stages in the training including recruitment of training participants, implementation and evaluation in the training process.

The first stage was the process of recruiting participants. Before participants could take part in the training at BBPLK, prospective trainees must follow a series of recruitment selection processes. The selection process was carried out in two stages, namely written selection and interviews. Furthermore, the

trainees who passed the selection re-register in order to participate in the training process. The implementation of the training program at BBPLK was carried out with two types of training, namely boarding and non-boarding. Boarding training, where participants conducted full offline training, while non-boarding training was carried out in a mixed manner according to the training sequence.

Learning method is a technique used in carrying out an activity. The success of a training and development program cannot be separated from the use of appropriate methods (Keith & Rowley, 2012). There are three types of training methods at BBPLK, namely full offline training, blended training, and full online training. During this pandemic, BBPLK put more emphasis on blended learning and online learning training. Blended learning is a type of learning that combines face-to-face learning and online learning (Kurniawati et al., 2019). Blended learning is a learning method that can be applied as an alternative to distance learning by combining face-to-face and online learning (Wahyunita, 2021).

The implementation of learning at BBPLK by using the Blended Learning method was carried out with a portion of 30% for online learning while 70% of learning was carried out offline. The instructor provided 30% learning for theory which was carried out for each training unit, then participants carried out practice and offline exam assessments with a 70% portion. In addition, participants were given the freedom to carry out learning independently outside the scheduled training hours, training materials could be accessed independently at any time through e-training. As for the tasks given to participants, they must be completed according to the predetermined targets. If there were difficulties experienced by participants, they can ask questions through the communication media provided. The implementation of learning through blended learning must be taken seriously because this will encourage trainees to quickly adapt to the distance education system.

The teaching materials used in the Blended Learning training are modules that support the training process that can be accessed by all training participants on the e-training platform during online training. These teaching materials consist of training modules, performance modules, power points, videos supporting the implementation of the training, training tools and stationery provided by BBPLK Semarang during the training to support the learning process.

The blended learning media training organized by BBPLK Semarang utilizes various platforms that could support the learning process, including whatsapp, e-training, zoom, and other video confer-

encing. In addition, instructors also used power point media, training support videos, and training tools that could be used during offline training. Kutsiyyah (2020) Learning media in blended learning include whatsapp (WA), telegram and youtube. In addition, there were also learning media that could support blended learning, namely Google Classroom, Edmodo, Google Meet or Zoom.

Blended learning training was held during the pandemic to tackle the spread of covid-19 and so that ongoing training continued according to a predetermined schedule. Blended learning training was held in several majors in business management. The implementation of this blended learning training ran smoothly during one training period. The training instructor in the implementation of blended learning training used demonstration methods and case studies in delivering the material. The training participants who took part in the blended learning training were greatly helped by this learning method because the training participants were able to take part in the full training during the COVID-19 pandemic. Abroto et al. (2020) confirms that the blended learning model applied to the teaching and learning process can provide learning motivation and learning outcomes have a higher percentage than conventional learning.

Blended learning produces a positive correlation to learning outcomes, which means that the higher the implementation of blended learning, the higher the learning outcomes of participants (Atika et al., 2020). Hendrik et al. (2021) explained that blended learning using Google Classroom supports blended learning to be very effective. The effectiveness of blended learning can be seen from the independence of students in the learning process. Blended learning can improve student learning outcomes starting from the cognitive, affective, and psychomotor domains (Nande & Irman, 2021).

The results of the blended learning training held by BBPLK Semarang went well according to the preset training hours, namely 30% online training and 70% offline training. The trainees could absorb the material well during the blended learning training process. In the implementation of blended learning training, the training instructor always monitors the extent to which the trainees understand the material that had been delivered by the previous training instructor. During online training, the instructor used zoom and whatsapp as learning media to explain the material and utilizes e-training to upload training modules, trainees' performance modules, do assignments, and quizzes.

During the offline training, the training instructor reviewed the material that had been delivered during the online training, to see how far the trainees under-

stood during the online training. During offline training, trainees were given material by applying the theory directly that had been conveyed by the instructor. In addition to being given training according to predetermined standards, training participants were also given character and discipline education so that they were ready to enter the world of work.

### **Implementation of Learning Management System**

The online training model was very effectively applied to office administration training, this could be seen from the 29 trainees who took part in the training who had competent skills in the field of office administration and 29 office administration training participants could be absorbed in the job field (Mujiati et al., 2019). The full online training by using the Learning Management System which was a blended learning training development. Learning Management System was a learning method that uses online features namely E-Training. Learning Management System was a medium for managing administration, documentation and reports of online learning processes.

The Learning Management System was used as a medium to create web-based online learning materials and managed learning activities and learning outcomes (Listiawan, 2016). The e-learning learning model was one of the alternatives used by educators during the COVID-19 pandemic. E-learning was a web-based learning system by using an internet connection that is used by students to support the learning process (Ramadahana & Hadi, 2020). E-learning can improve the quality of learning and provide access to students in learning and educators can provide learning even though they are not in the classroom (Dandi, 2021).

Santally et al., (2020) who explain that the e-learning platform contains a lot of operational and archive data that can be easily retrieved and accessed for further analysis. Student access and engagement data on e-learning platforms and online access logs served as a reliable and factual evidence base throughout the evaluation process. For instance, when checking whether there was adequate learner support, not only evaluated feedback from students, but also obtained information from various sources and traced analysis on e-learning platforms.

E-learning is not the same as conventional learning. E-learning has several characteristics, namely (1) interactive, the availability of more direct and indirect communication channels, (2) independence, flexibility in terms of time, place, instructor, and teaching materials, (3) accessibility, resources -Learning resources become more accessible through distribution on the internet, (4) enrichment, enabling enrichment learning activities. E-learning platforms that are often

used are Moodle, Atutor, Dekos, Fodboo, Studentbook, Goesmart, Hoodemia, and Kelase (Utami, 2016).

Full online training by using the learning management system implemented at BBLK used e-training media, Whatsapp Group, and zoom in the teaching and learning process. The teaching materials used in the learning management system training were in the form of modules, quizzes, assignments, and exams that could be accessed online on e-training. In addition to being a medium for the e-training learning process, it was also a media for administration and data management of training participants. The online training implemented at BBPLK Semarang was applied to the management business department by using e-training which allows for full online training to be implemented by using a learning management system.

E-training is one of the media that utilizes information and communication technology in asynchronous or synchronous learning. Asynchronous means that learning is carried out when there is only one of the teachers or people in front of the computer in the learning process, while synchronous learning occurs when both are in front of the computer. Asynchronous can also be used by teachers to monitor the learning process carried out by students Surjono (2017: 3).

E-training is a remote training process by utilizing the internet to deliver training materials (Amara & Atita, 2016). E-training is one of the training model solutions used during the covid-19 pandemic and as one of the developments of conventional training models by utilizing an internet connection (Rezky et al., 2021). E-training directly has a positive and significant impact on the training process, because with the e-training platform, trainees find it helpful in the training process and make it easier to understand the training material (Siswanto et al., 2018).

In the implementation of the learning management system training, the training instructor provided materials that had been uploaded to the e-training, then the training participants could access and download it on the e-training. In addition to the material uploaded by the instructor as a learning medium, the training instructor provided training tutorials or videos that could support the learning process. E-training was used by training instructors as a medium for uploading materials, giving assignments, and took exams for trainees. Even though the online learning system used e-training, the training instructors still used zoom meetings as a supporting learning medium and suggested questions and answers between training instructors and training participants.

Abdous (2020) which explains that participants can login to the e-training and then do the assignments or exams given. Furthermore, participants must collect assignments or exam answers to the instructor according to the allotted time. The most influential factors on the e-learning experience were the design of the objectives and information of appropriate learning tasks and the inclusion of resources to support interaction and learning. The media learning management system is a valid, practical and effective learning media during the covid-19 pandemic. Learning management systems can encourage students to learn independently and be more interactive in the teaching and learning process (Noer & Reski, 2021).

The results of full online training by using a learning management system organized by BBPLK Semarang were very effective in business management vocational. Full online training by using a learning management system was effective for trainees during the COVID-19 pandemic. For instructors, full online training training was very effective because it could save time and training instructors could upload training materials and gave assignments to trainees easily on the e-training platform. E-Training had several features that could support learning including access to download modules, take quizzes, and assignments. Training participants could access e-training at any time without any time limit and make it easier for instructors to manage the administration of training participants.

### **Obstacles in Implementing Blended Learning and Learning Management Systems**

The shift of the conventional learning system to the online system was very sudden without proper preparation so that many obstacles were encountered. These obstacles include (a) complaints about assignments and difficulties in understanding the material, (b) internet network disturbances, (c) feeling bored, (d) limited mastery of technology and the lack of internet quotas (Hidayah et al., 2020). The implementation of the learning management system is not effectively used as a worksheet because there are still some students who cannot use the LMS platform due to lack of understanding of the use of technology and information (Arief, 2015).

Hariyani (2021) the disadvantages of blended learning are (a) the media required is very diverse, so it is difficult to implement if the facilities and infrastructure are not supported, (b) the student facilities are not evenly distributed, namely computers and internet access. While adequate internet access is required in blended learning, inadequate networks make it difficult for participants to participate in independent online learning, (c) lack of community

knowledge about technology use, (d) inconsistent student properties namely computers and internet access. This is in accordance with research conducted by (Musfarita, 2020) who explains that the obstacles of this online training are the internet connection which is less stable and the high cost of internet quota.

In addition, Munir (2009) says that there are several obstacles that are often encountered in the Blended Learning process which tends to suppress the knowledge aspect and pay less attention to the affective aspect. Einggi et al. (2021) state that the problem with the use a learning management system is that there is still a lack of understanding in the use of features on the LMS platform. Another weakness of Blended Learning is technically not all of the students are able to take advantage of internet facilities due to the lack of computers that are directly connected to the internet and the infrastructure that supports e-learning. There were several obstacles in the implementation of blended learning and learning management systems at BBPLK Semarang. The following is a description of these obstacles.

First, the implementation of blended learning and learning management systems could only be implemented to some business management training, because there were some trainings that required practice to operate bindings, photocopiers, printers and other office equipment required by training participants to take offline training. Second, the obstacle in implementing blended learning and learning management system training was the internet network. The diversity of the participants' regions of origin also affected the differences in internet connections for each training participant. Network constraints would complicate communication between training instructors and trainees. In addition, participants must also have electronic or gadget devices namely computers and smartphones that were adequate for the implementation of the training process. Third, the instructor experienced problems in knowing the understanding and seriousness of the trainees in participating in the training. This caused limitations on communication and interaction between the training instructor and the trainees.

### **Solutions of Blended Learning and Learning Management System Implementation**

Based on some of the obstacles that had been described above, there were several solutions provided by BBPLK Semarang and the training instructors to overcome the obstacles that existed during the implementation of blended learning and learning management system training. Currently, training programs that had been implemented by using the LMS

method included sales clerks, cashiers, digital marketing. Furthermore, BBPLK was also developing a social media officer (SMO) training program to become a training program with LMS. BBPLK was also reviewing several other trainings that were possible to do by e-training.

BBPLK Semarang provided facilities to training participants in the form of Rp. 100,000.00 per month as one of the blended learning facilities towards an online learning management system. Furthermore, maximizing the development of LMS features to make it more mobile friendly, because the existing features were still the desktop version. This was necessary because not all participants had adequate laptops, it was hoped that when there was a mobile friendly version, participants would find it easier to participate in the e-training. In addition, the IT team also improved the appearance of the features in the LMS so that it could look more attractive to the trainees.

Instructors at BBPLK always maintained awareness or interest of training participants by sounding (monitoring) so that the training target could be achieved. Almost every e-training implementation, the instructor was always sounding whether there was material that was not understood or there was someone who wanted to be asked. After the e-training hours were over, the instructor reminded the e-training participants' tasks that must be done, so that participants were more enthusiastic about learning or participating in e-training.

## CONCLUSION

The implementation of blended learning training was carried out with a portion of 30% for online learning and 70% of learning carried out offline. In addition, participants were given the freedom to carry out learning independently outside the training schedule by accessing them independently through e-training. Teaching materials were provided in the form of power points, video tutorials, training modules, worksheet modules for trainees, assignments, and quizzes that could be accessed on the e-training platform. In addition to e-training, training instructors used whatsapp and zoom as supporting learning media. The obstacles of this online training were all training could be carried out fully online, the internet network and the quality of the participant's gadgets were inadequate and the awareness or interest of the participants was less enthusiastic. Meanwhile, the solution to these problems was to develop a training program that could be carried out in full online, improve the internet network, and provided credit of Rp. 100,000.00 to the training participants.

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