EVALUATION UTILIZATION WEB LEARNING MANAGEMENT SYSTEM BANTEN CERIA IN ADMINISTRATOR LEADERSHIP TRAINING AND TRAINING LEADERSHIP SUPERVISOR IN BPSDMD BANTEN PROVINCE

Maslichah Kurdi
Widyaiswara Ahli Madya
Badan Pengembangan Sumber Daya Manusia Daerah Provinsi Banten
Email. masliha.kurdi@gmail.com

Article history:		Abstract:

INTRODUCTION

Body Development Source Power Man Area Province Banten as institution organizer training area, sincestand up in 2005 until with beginning year 2020 not yet once organize e-learning/virtual/online training, both for type training leadership, training functional, nor training technical. However since enactment Work from Home based onLetter Circular Minister Utilization apparatus Country and Reform Bureaucracy Number 19 of 2020 concerning the adjustment of the apparatus work system state civilians in an effort to prevent the spread of Covid 19 in the environment agency government, training which held by BPSDMD ProvinceBanten is no longer held face to face. With reference to Head of LAN Circular No. 10/K.1/HKM.02.3/2020 regarding Guidelines Technical maintenance Training In time Pandemic Coronavirus Disease, then the implementation of civil servant training which includes Training Base civil servant and Training Leadership supervisor, Training Leadership Administrator and Training LeadershipNational implemented in accordance with these provisions.

Responding to these dynamics, in 2021 now BPSDMDBanten Province has built an e-learning learning system based on learning management system moodle which given name LMS Banten Ceria. This system was built with the aim that all types of training, namely: leadership training and functional technical training can be implemented virtually to avoid the spread of the Covid 19 virus time which relatively short system which has awakened socialized quickly through virtual channels in a marathon. Goal order systemcan be operated either by person in charge, widyaiswara or participant training as user. Of course, there must be obstacles in the implementation even though the system built in such a good way. In addition to the positive impact, the impact The negatives of using online learning have surfaced According to Argaheni (2020:102), most of the students who took study online experience stress currently (38.57%), stress heavy (28.57%),and mild stress (32.86%). The most common stressors stress that is difficulty understand Theory by online and worriesinfected with covid-19.

A different opinion was conveyed by Suharsono (2020:8) according to results the research which titled "Learning Class Online Latsar From Home Group II Batch II FY 2020 in learning Whole of Government in time pandemic COVID-19 in Hall trainingFinance Yogyakarta" is as following: 25 participant or 83% think method learning the interesting and 5 participant state effective (2020:8). Then how about impact if e-learning applied on maintenance training leadership

in Institution government.As is known that in construction career ASN which implemented through training, there is three type training that is training leadership, training functional, and training technical. Theory which given on training leadership includes insight, knowledge, expertise, skills, attitudes and behavior in field leadership apparatus, so that reach condition competence leadership in level position structural certain, for example positions: echelon IV, echelon III, echelon II, and echelon I. Training leadership carried out by BPSDMD Banten Province online year 2021 is Supervisory Leadership Training and Training Leadership Administrator.

In leadership training there is classical learning (*looks at advance in class*) and non classic (*outside class*). Duration training administrator need time enough long that is 797 JP or equivalentwith 91 day, with details time 257 jp or equivalent 31 day in shapeclassical learning and 540 jp or 60 days of learning, there are 4 agenda learning that is: Agenda Leadership Pancasila and Nationalism; Agenda Leadership Performance; Agenda Leadership Performance;and leadership actualization agenda. In a series of learning agendasthis there is Theory: studies field, seminar design, implementationaction changes, and evaluation seminars.

On PKA and PKP in 2021 BPSDMD Banten Province does not organize learning classic. Learning fully held by on line use facility zoom meeting and assignment. Whereas implementationChange action design seminars and change action seminars are heldlimited face-to-face. It can be said that because those present at the the exam room is only for coaches, examiners and reformers while mentors are present by virtual.

Table 1 Recapitulation Participant PKA and PKP 2021

No.	Name Training	total Participant	Origin agency	Pattern Training	Information
1	PKA I	30 people	• City Tangerang • Tangsel • Serang City	Contribution	• 10 participants City Tangerang • 15 participant City Tangsel • 5 Participant Serang City
2	PKA II	40 people	Banten Provincial Government	Contribution	
	PKP V	40 people	• City Tangerang • City Tangsel • Regency Tangerang • Serang City		• 10 cities Tangerang • 10 City Tangsel • 10 Kab Tangerang • 10 Serang City
	PKP VI	40 people	Provincial Government Banten	Contribution	

Source : Field Data PIM 2021

From the table data above, it can be explained that the fiscal year 2021 there is 150 participant training PKA and PKP consists of from 2 force trainingleadership administrator with details: participant training the leadership of the first batch of administrators totaled 30 participants consisting of 10 office administrator City Tangerang, 15 office administrator City South Tangerang, and 10 administrators of Serang City, while participant training leadership administrator force II amount 40participants and all of them are provincial government administrators Banten. For budget year supervisor leadership training 2021 also organize two force that is force V and VI. Supervisor Leadership Training Batch V totals 40 participantsfollowed by 10 supervisory officers of Tangerang City, 10 officials South Tangerang City supervisor, 10 district supervisory officers Tangerang and 10 supervisory officers of Serang City, while the PKP batch VI, totaling 40 participants, all came from Device Organizations Area Banten Province.

All PKP participants for the 2021 fiscal year, in accordance with Letter Circular Number: 10/K.1/Hkm.02.3/2020 About Guide Technical maintenance Training In time Pandemic Coronavirus Disease implemented with utilise technology informationthrough media on line. Responding to development which thus fast consequence deployment virus COVID 19 so BPSDMD ProvinceBanten initiative build Learning Management System forfacilitate learning distance far in accordance as which recommended. Systemwhich is built within a certain time of course requires readiness whole stakeholders good web builders, organizer nor user.Socialization which thus massive to whole stakeholders Keep going to ensure that the training runs smoothly. Special to training participants because the procedure uses an independent list so made web LMS dummy for facilitate use application this.

Along the way, there are dynamics that are constantly evolvingthe utilization of this Ceria Banten LMS. Difficulty after difficulty can be overcome by gradually start from limitations understanding participant nor teacherto plot in LMS

Banten Ceria until existence hack system which make Team Information and Technology work extra and solved with good. Learning by using this LMS Banten Ceria application naturally new first time used by BPSDMD Province Banten before the launch of Massive Open Online Course belonging to the Institute State Administration of the Republic of Indonesia. Possibility the impact of using this application needs to be evaluated whether it has a positive impact or have a negative impact both in terms of planning, implementation nor results of this training. Therefore, the author proposes the title "Evaluating the Utilization of Web Application Learning Management System Banten Cheers on PKA and PKP Training at BPSDMD Banten Province Year 2021"

STUDY THEORETICAL
Evaluation Learning

A boundary is used so that the understanding of something becomes clear existence. The definition of evaluation according to The Joint Committee's 1994 is evaluation systematic from mark or benefit something object (Daniel L. Stufflebeam; Chris LS Coryn, 2014, p. 8). Furthermore, Davidson (2005); Scriven (1991) in (Daniel L. Stufflebeam; Chris LS Coryn, 2014, p. 8) add: "The advantage of this definition is that it is concise and consistent with the meaning general dictionary of evaluation. We see this as the definition to use when discuss evaluation on level general. Specifically, a number of definition alternative from evaluation often also covers significance, produce formal definition of evaluation as the act or process of determining the benefits, mark, or the significance of something or product of process that."

Furthermore, Brikerhoff in Mardapi (2000) suggests that implementation evaluation there is seven element which should done, that is:
1) Focusing the evaluation (*determination focus which will evaluated*);
2) Design the evaluation (*compilation design evaluation*);
3) Collecting information (*collection information*);
4) Analyzing and interpreting (*analysis and interpretation information*);
5) Reporting information (*making report*);
6) Managing evaluation (*management evaluation*); and
7) Evaluating evaluation (*evaluation for evaluation*).

Based on definition the show that in To do evaluation, evaluator on Step beginning must determine focus which will evaluated and design which will used (Gunawan, 2011, p. 4).

Evaluation Context Input Process Products

Evaluation the author point out is evaluation program which found by Stufflebeam (2002:27). He argues: "Exist need for Upgrade study, training, and endorsement finance for evaluation program. Leader profession evaluation should ensure that effort for Upgrade profession they directed for need service their clients, not just designed to serve need personal or company they. On finally mark evaluation program should rated from contribution actual and potential increase learning, teaching and administration, health and health care, and general quality of life in our society and others. We all in the evaluation business program should remember and use these basic principles to guide and check profession"

Stufflebeam (2002:289) explain evaluation program which are more known as CIPP, which stands for Context, Input, Process and Products. by he detail explain: "Context evaluation assesses needs, problems, assets, and opportunities within a defined environment. Needs include those things that are necessary or useful for fulfilling a defensible purpose." Process evaluation is inspection sustainable on implementation plan plus documentation process, including change in plan as well as negligence main or implementation procedure certain which bad. Wrong one goal is for provide staff and manager bait come back about so far where staff carry out planned activities on schedule, according to plan, and efficient. Evaluator will then meet with stakeholders to check report and discuss it. In context this, team project could use the report for their decision-making consider most good (Stufflebeam, et al, 2002: 293).

The last evaluation is product evaluation. Product evaluation objectives is for measure, interpret, and evaluate performance performance company. Its main objective is to ascertain the extent to which the evaluation meets need all receiver benefit which legitimate. Bait come back about achievement is important good During cycle activity and on the conclusion. Product evaluation should assess the desired results and undesirable as well as positive and negative outcomes. What's more, the evaluator should frequently extend product evaluations to assess long-term results long. Objective from evaluation program in study this is for obtain accurate, comprehensive and objective information from something program. Information this could in the form of context related strength and weakness program which has designed, evaluation input (*in the form of facilitator, curriculum, system which used*), evaluation process (*how process learning takes place both synchronously and asynchronously*), and how learning outcomes and actions he continued.

Definition E-Learning

Learning which character collaborative more perfect in process nor the product because involve many idea than individual learning. In distance learning, the learner learns by independent. However, on essentially learner study by collaboratively to produce optimal learning products. This matter seems to be able seen in learning distance far which done by electronic (e-learning). Difference Among learning distance far conventional (module) and modern (via electronic) only located on only the medium Abdulhak, et al (2017:99-100). Many limitations of the meaning of e-learning put forward by experts. Wrong the only one be delivered by Masie (2000) in Abdulhak, et al (2017:32):

"e-learning" is the use of network technology to designs,delivery, select, administer, and extend learning. e-learning is using the power of network to include content delivery in multipleformats, management of the learning experience, and a networked community of learners, content developers and experts". E-learning is a shape technology information whichapplied in the field education in world shape virtual. Term e-learningmore appropriate designated as effort to make a transformation the learning process that exists in schools or colleges into shape digital which bridged internet technology (Munir, 2009: 169).

From Munir's opinion above, the writer would like to convey that e- learning want digitization in learning which During this implemented by stare advance conventional and still use paper.Learning paperless with stare advance virtual could reduce use of paper and save the budget that has been spent for the procurement of classroom facilities and infrastructure, resource costs, attendance, procurement cost modules included the printing, and etc. Whereas according to Rusman et al (2011: 264) e-learning own characteristics, including (a) interactivity (interactivity); (b) independence (independence); (c) accessibility (accessibility); (d) enrichment (enrichment). From opinion Rusman in on appear that in learning electronicthere is mutual action between the training participants and the facilitator, as well as participants with participants so that collaborative learning is achieved effectively effective and efficient. There is independence in electronic learning because can be done from home or from the office individually. However collaborative nature, participants can collaborate through electronic systems and look for ingredients learning by virtual also. Convenience access wherethere is internet access, facilitators and training participants can access website or application stare advance virtual with easy provided there is accessInternet which stable. Enrichment could done with arrangewhether the material restrictions are set to the maximum until the participants are competent or no. Soekartawi (2008) add that e-learning or electronicslearning now the more known as wrong one method for overcome education problems, both in developed countries and in developing countries is developing. Many people use different terms with e-learning, but in principle e-learning is learning which using service electronics as a tool.

Learning Management System

The world is now faced with the choice of implementing industry 4.0. Choice which certain besides pandemic Covid 19 also want change revolutionary this. (Gilchrist, 2016) states: "To explain why businesses should adopt the Industrial Internet, we need to first consider what the IIoT actual is all about.The Industrial Internet provides a way to get better visibility and insight into the company's Operations and assets through integration of machine sensors, middleware, software, and backend cloud computing and storage systems." BPSDMD Province Banten which business the processstraining source power man already it's time utilise technology industry 4.0. Learning Management System created in 1999 as application e-learning based on web. Learning Management System is something device soft or software for necessity administration, documentation, report a activity, activity studyonline teaching and activities, e-learning and materials training, and all that done with on line (Ellis, 2009).

Learning Management System is software that used to create web-based on-line lecture materials and manage learning activities and their results. Inside Learning The Management System also has features that can meet all need from user in Thing learning. for example e- learning moodle, edmodo and psychology. E-learning based on webis an alternative education that is often used by educators and learners in today's world. Lots of education carried outor done on this web with the aim of distance education. The forms of learning also vary, some are in the form of e-books, videos, webs or blogs, network social, and etc, which of course just make it easy man gain knowledge which it needs.

METHOD E STUDY

The type of research used in this research is research case studies using a quantitative-qualitative approach to deep for dig information which obtained. In (UTA 2021)study qualitative defined: " a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and depend on the direct experiences of human beingsas meaning-making agents in their every day lives. Rather than by logical and statistical procedures, qualitative researchers usemultiple systems of inquiry for the study of human phenomena including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory, and phenomenology."

Study this is process natural for get depthin understanding social phenomena in natural settings. This research is more asking why it happened rather than what happened to the symptom the social. With this qualitative research the author can use more ways to get accurate information about social phenomena which researched. This research takes the locus of the Human Resources Development Agency Regional Human of Banten Province, having the address at Jalan Lintas Timur km 4 Coral T pavilion Pandeglang Province Banten. As for time studyallocated for 9 month start April to December 2021. Method which used in study this is method quantitative-qualitative. In study this needed data which valid as ingredients triangulation. For collection data quantitative used questionnaire which spread through google form to 50 respondent consist from participant PKAand PKP. For need Interview, required informant as sourcedata study. As for informant this should fulfil element leader, user internal and user external, Team IT, and administrator. Informant which involved in study this amount 17 people with list on the table. This informant by the author performed SD coding (Source of Data).

According to Sugiyono 2020 (187) there is two Thing main which influence quality data results study that is quality instrument research and quality of data collection. Research instrument quality regarding the validity and reliability of the instrument, while the quality data collection regarding the accuracy of the methods used by precise in

data collection. In this study, data collection was carried out using questionnaire and interview, observation, andstudy document. (Sugiyono (2017: 188) . Analysis data in study this done on moment data collection takes place, and after completion of data collection in period certain. On moment Interview, researcher already To doanalysis of answer who were interviewed. When the answer which interviewed after analyzed feel not yet satisfying, so researcherwill continue question again, until Step certain, obtained datawhich considered credible. Miles and Huberman in Sugiyono (2010:246), put forward that "activity in analysis data qualitative done by interactive and in progress by Keep going continuously until complete, so that the data is saturated. Data analysis activities in study this include: reduction data, display data, and concludingdrawing / verification.

RESULTS AND DISCUSSION
Results Research _

According to Uma Sekaran (1992) in Sugiyono (2020) Method Study Quantitative , Qualitative and Combination (*Mixed Methods*) on pages 229-230: questions closed is Expecting question answer short or Expecting question respondent for choose one alternative answer from every questions that have been available .

Table 2 Opinion Respondent to Evaluation KIPP

NO	INDICATOR	MARK CONVERSION
1	Background behind implementation training	4.56
2	Analysis need training	4.54
3	Objective implementation training	4.40
4	Base law implementation	4.34
5	Condition participant	4.58*
6	Process recruitment participant	4.24
7	Amount participant	4.56
8	Criteria organizer	4.48
9	Criteria instructor	4.52
10	Amount instructor	4.44
11	Time implementation	4.10
12	Theory training	4.54
13	Method learning	4.12
14	Media learning	4.12
15	Means and infrastructure	4.06
16	Source study	4.10
17	Source fund	4.35
18	Timetable implementation	4.48
19	Performance organizer	4.42
20	Performance instructor	4.32
21	Activities participant	4.16
22	Curriculum training	4.42
23	Availability means and infrastructure	4.02
24	Connection Internet	4.54
25	Appropriateness Theory	4.24
26	Suitability media learning	4.12
27	Suitability method learning	4.10
28	There is obstacle which means	2.76**

29	Evaluation training	4.28
30	Results acquisition post test	3.90
31	Percentage graduation participant training	3.70
32	Change attitude and Skills	3.72
33	Quality mastery Theory	3.32 ***
Mark Total		**137.52**
Indigo Average :*		**3.67**
Mark Highest: *		**4.58**
Lowest Value: *		**2.76**

In Table 2 it can be seen that the average value obtained is 3.67 meaning that overall it includes four aspects of KIPP, training walk with good. Mark highest obtained on indicator participant requirements, while the lowest score is obtained on the indicatorthere are obstacles. However, for more details then it is necessary to look at the acquisition value of the conversion in each aspect separately as shown in the table below this:

Table 3 Opinions Respondent to Evaluation Context

NO	INDICATOR	MARK CONVERSION
1	Background behind training implementation	4.56
2	Analysis need training	4.54
3	Objective implementation training	4.4
4	Base law implementation	4.34
Total		**17.84**
Mark Average		**4.46**
Mark Highest		**4.56**
Mark Lowest		**4.43**

This shows that the four indicators on the context aspect get conversion value 4.34 to 4.56, meaning that the respondent stated very agree with statement: base law, objective, analysis need, and background behind on training PKA-PKP has implemented by BPSDMD Banten Province very well.

Table 4 Opinions Respondent to Evaluation Input

No	INDICATOR	MARK CONVERSION
1	Condition participant	4.58
2	Process recruitment participant	4.24
3	Amount participant	4.56
4	Criteria organizer	4.48
5	Criteria instructor	4.52
6	Amount instructor	4.44
7	Time implementation	4.1
8	Theory training	4.54
9	Method learning	4.12
10	Media learning	4.12
11	Means and infrastructure	4.06

12	Source study	4.1
13	Source fund	4.35
Total		**56.21**
Average		**4.32**
Mark Highest		**4.58**
Mark Lowest		**4.06**

On Table 4.3 Opinion respondent to evaluation input, could seen markaverage obtained 4.32 it means by whole aspect input on trainingPKA-PKP walk very good. However if seen the indicator one per one,There are five indicators whose values are below the very good level (4.21), namely indicators: implementation time; learning methods; instructional Media; means and infrastructure; and learning resources.

Mark Conversion Evaluation inputs, show that 13 indicatorin the input aspect, the highest conversion value is in the requirements indicator participant (4.58) and lowest on indicator means and infrastructure (4.06).

Table 4 Opinions Respondent to Evaluation Process

No	INDICATOR	MARK CONVERSION
1	Timetable implementation	4.48
2	Performance organizer	4.42
3	Performance instructor	4.32
4	Activities participant	4.16
5	Curriculum training	4.42
6	Availability means and infrastructure	4.02
7	Connection Internet good	4.54
8	Appropriateness Theory	4.24
9	Suitability media learning	4.12
10	Suitability method learning	4.1
11	There is obstacle which means	2.76*
12	Evaluation training	4.28
Total		**49.86**
Average		**4.16**
Mark Highest		**4.48**
Mark Lowest		**2.76**

In Table 4, respondents' opinions on process evaluation can be seen the average value obtained is 4.16, which means that the overall process aspect at PKA-PKP training went well. However, if you look at the indicators one by one, one, there is one indicator which value very tall (4.54) that is indicator: Internet connection. On the other hand, there is also great value herelow (2.76) on indicator there are significant obstacles.

Process Evaluation Conversion Value, shows that from 12 indicators, the highest value is on the internet connection (4.54) and the value of Lowest on indicators there are obstacles which means (2.76).

Table 5 Opinions Respondent to Evaluation Product

No	INDICATOR	MARK CONVERSION
1	Results acquisition post test	3.9
2	Percentage graduation participant training	3.7
3	Change attitude and Skills	3.72

4	Quality mastery Theory	3.32
Total		**14.64**
Average		**3.66**
Mark Highest		**3.9**
Mark Lowest		**3.32**

Average conversion value 3.66it means that respondents agree that the product aspects of the PKA-PKP training have been achieved well. As for all tables and diagrams, it can be concludedthat although by general implementation PKA-PKP rated walk verygood (4.32) but there is one indicator that needs attention, namely: quality material mastery (3.32). The author determines that 17 (seventeen) sources consist of resource persons internal and external sources (users) to be interviewed in order to obtain accurate data related to the utilization of LMS Banten Ceria.

DISCUSSION

Of the 17 sources, the author has interviewed all of them and made transcript for reference in this research. In part this disclosed findings study which succeed writer Expression includes aspects of context evaluation, input evaluation, process evaluation and evaluation evaluation product.

1. Evaluation Context

According to the interview guidelines, the context evaluation covers the background behind implementation training, analysis need training, objective implementation training and base law implementation utilization LMS Banten Cheers. Based on the author's observations, in terms of strength program, LMS Banten Ceria own superiority which no have face-to-face learning. Contradictory with the advantages, LMS Banten Ceria also own weaknesses felt by users, including problems connection Internet. A training which implemented by institution governmentshould own background behind implementation. For knowproblem this, writer has ask interviewees as triangulation material. According to sources 1 (NS1) background the implementation of the training is not explained in the LMS but deliveredwhen opening via the Zoom Meeting application. Resource Person 1 (NS1) state:

"To explain the orientation of the PKA-PKP, we do not use LMS Banten CERIA. Why? If LMS Banten CERIA that oriented to written."

Answer interviewees 1 (NS1) rather different with answer whichbe delivered by source 2 (NS2), that is:

"That the orientation for PKA and PKP has already been explained in detail in the LMS Banten Ceria. In addition, the participants both PKA and PKP are also provided with facilitation by using Group WA or other media but overall in orientation whose information on PKA and PKB training has been explained in LMS."

From statement NS2 appear that orientation explained through LMS Banten Ceria. In fact, the orientation was delivered too through media whatsapp. by whole all information related to the explanation or orientation of PKA and PKP training has been be delivered through LMS Banten Cheers. Opinion second interviewees that show existence difference perception in see existence LMS Banten Ceria. Overall, the provisions for the implementation of training through LMS Banten Ceria has complied with the provisions. This is in line with the opinion of informant 11 (NS11), source 12 (NS12), resource 13 (NS13), resource person 14 (NS14) and resource 15(NS15) which cumulatively stated that the background implementation of PKA and PKP training through LMS Banten Cheers already explained. The opinion of the informants is in line with SE-LAN No 10/K.1/HKM.02.3/2020 regarding Technical Guidelines for Implementation Training during the Corona Virus Disease (COVID-19) Pandemic 19). About objective training, is participant already given adequate explanation by the training organizer through LMS Banten Cheers. Findings in the field can be elaborated from interviews with a number of sources. Wrong one interviewees state that objective training noexplained by detail in LMS Banten Ceria, but givenexplanation by adequate through stare advance so that when there isFor those who need further explanation, participants are given the opportunity to ask.

2. Input Evaluation

For dig information evaluation input, writer using the following indicators: participant requirements, process recruitment participant, total participant, criteria organizer, criteriainstructor, total instructor, time implementation, Theory training,learning methods, learning media, facilities and infrastructure, source study and sources of funds. For dig information, writer To do Interview to the specified sources. From the results of the interview obtained findings that condition participant has in accordance with provision LAN RI. Thing this revealed from NS1 statement:

"That's right, it's in accordance with Perkalan. Why did I say right, because for PKA-PKP and levels like Latsar and PKN, for making the certificate that direct through LAN. InstitutionThe State Administration will not issue if it is not appropriatewith perkal participation, so that we should obey to LANso that there are no problems. The difference with technical trainingor functional that we make based on need personalbut for tiering specifically that already refers to to Perkalan." (Informant1, 2021)

In other words, all provisions regarding PKA participationand pkp has set in perkal so that that's which Becomes reference institution training, in Thing this BPSDMD Province Banten, conducting online PKA and PKP training. Thing This was also agreed by NS16 as the organizer directly at field. Process recruitment participant no done through selection

because on basic BPSDMD Province Banten only administratively select. PKA and PKP training participants membership is accepted if the administrative requirements are normative meet the specified criteria. This is revealed from the results interview writer with NS1 which state:

> "There is no (selection). So all this time for grading training Like the PKA-PKP, it is still oriented to sitting and learning. So we ask the BKD for provincial employees, which one can be followed include, so the selection of participants is by BKD. Except for those outside PKA_PKP. The conclusion is that the PKA-PK it was selected by BKD, then for officials who have not been in accordance with their training like pkp he is still a staff, now there is a separate assessment lens by BKD. Is that person worthy or not to be promoted in later. If it's worth it then he sends the person to follow training this. Of course no we which To do determine the people, but it was by BKD. As well as the city district is still the one who makes the selection, they come to us, it is already the result of their selection, whatever the form of selection we don't really know but what is clear and experienced already all the evidence sitting in the new position. As for the After checking, sit down and get a promotion, it's only a few people only." (Informant1, 2021)

Thus also with total and criteria instructor (widyaiswara) is in accordance with the provisions of Perkalan. Whole widyaiswara who is in charge of training in PKA and PKP has follow TOT (*Training of Tariners*) and Graduated all. The method applied by widyaiswara to PKA PKP 2021 still use pattern classic which online. It means, widyaiswara driving and bring learning in accordance with o'clock lesson classic. With say other, widyaiswara should convey Theory maximum 24 o'clock lesson stare advance virtual. The method used consists of lectures, question and answer and assignment.

3.   Evaluation Process

On part this evaluated about enthusiasm participant, competence widyaiswara, curriculum training, availability means and infrastructure, obstacle in implementation and evaluation training. About enthusiasm participant obtained information in the form of findings in the field that the enthusiasm of PKA and PKP participants is LMS Banten Ceria is very high. This is evident from observations directly when the learning takes place, the participants don't stop videos and very active when occur distribution room for discussion. Widyaiswara who monitors learning reports a positive enthusiasm which shown by the participants.

Findings in the field are strengthened by statements of informants 1 (NS1):

> " About enthusiastic of course something desire, but no there is choice, that in era which now this, training development closed competence to be implemented face-to-face don't want it to be done online. So enthusiastic not enthusiastic is no longer an option. Because what? yes it was it's time like this, so that's how it is Covid we start create an integrated learning method through LMS Banten Cheers. If I think that even though no there is Covid, Virtual training has indeed entered its era. Now is the era must be sophisticated era, no longer oriented to stare advance again. Precisely should that made innovation, so we seek innovations through online. So want to no want to, with condition as this, online that is choice main, no there is alternative other."

From the perception of PKA participants, resource 7 stated that: opinion which rather different. According to interviewees 7 related with enthusiasm of participants, very enthusiastic, but participants may more enthusiastic about learning when the learning method with face to face, because with direct interaction then can stay in touch, meet face to face and so on. With In other words, participants want face-to-face instead of virtual face-to-face with many obstacles. Different opinion be delivered by interviewees 10 from participant PKA which state very enthusiastic through face to face virtual.

There are 3 things that hinder implementation learning through utilization LMS Banten CERIA, that is network/signal, implemented online, and not enough focus. Certain opinion this reasoned and of course feel direct by participants during learning. Basically, if you refer to opinion interviewees which interviewed there is which support utilization LMS Banten Ceria because efficiency but there is also which support learning stare advance direct because not yet used to with utilization technology information in learning.

4.   Evaluation Product

In this section, the posttest results are evaluated, the percentage graduation participant training, change attitude and Skills participant, and quality mastery Theory. Writer evaluate earn test end from participant PKA and pkp is result more good from learning stare advance, same just or otherwise. Thus also with change attitude and behavior participant is could implemented in online learning or   no, at a time mastery the material. Writer has interview interviewees Trusted for dig information which needed. Regarding the evaluation results, it seems that there are no significant obstacles enough means. According to resource1 results test academic participant pkp and PKP is enough good as stated:

> "... that the post-test held by the teaching staff we already fulfil criteria then if value no fulfil, later held herback, because evaluation that already entered to LMS Banten CERIA so that later he will have difficulty with graduation. So basically that the post-test held can be said to be sufficient, enough good results."

According to the informant1 the percentage of graduation can be said good even though there is participant which almost no Graduated (postponed graduation). This happened because the participants were not serious in complete project the change. Whereas, percentage or the weight for the change project is 50%. So if from the aspect of proper is not met, participants may fail to meet the criteria graduation. Thing other which be delivered resource1 is

attitude andbehavior participant pkp and PKA online. According to resource1 attitude and behavior participant no can changed momentarily. Need time,because on basic training that is investment man. Interviewees 1 likens training pkp and PKA as army training war. Even though there is no war, it's training war should implemented for honehis skills (Resource1 2021). Thus also withPKP and PKA participants due to training it's a means to change attitude and behavior then training must stay exist and follow with seriously by the participants.

RESEARCH FINDINGS
Development science

For development science, many Thing which could taken from utilization application web learning management system (LMS) Banten Ceria.First, the learning experience using LMS Banten Ceria initiates invention model learning which could packed for strategy online learning which is definitely different from face-to-face learning advance. Second, this research is a reference for writers in order todevelopment Moodle based LMS and its features.

Institutional

Experience utilise LMS Becomes media online learning pkp and PKA Becomes experience first and Becomes breakthrough innovative in beginning year 2021. Breakthrough brave this indicates seriousness BPSDMD Province Banten for provide the best learning services during the Covid pandemic 19 where risk the transmission still tall moment that. Certain Thing this coulddone blessing leadership head BPSDMD which capable synergize whole the ranks including widyaiswara for make this program is realized.

Development Profession Widyaiswara

For widyasiwara, utilization LMS Banten Ceria this add learning experiences, starting from preparing RBPMD, RPP, Ingredients show, and Theory Complementary Module even Videos that shouldprepared carefully because it will be stored in LMS Banten Ceria and accessible to participants. Certain activity this could Becomes input for BPSDMD Banten Province to conduct improvement activities competence widyaiswara in the field of information Technology.

Public

With existence LMS Banten Ceria, accountability BPSDMD Banten Province can increase significantly. This is because all activity training which held by BPSDMD Province Banten could accessed by whole layer public through https://lmsbpsdmd.bantenprov.go.id/

CONCLUSION

Based on results and discussion Evaluation Utilization WebLMS Banten Cheers on Supervisory Leadership Training and Training Leadership Administrator in BPSDMD Province Banten can be concluded as follows: Level reaction participant to 4 indicator on aspect context which consist from (1) background of training implementation, (2) training needs analysis, (3) objective implementation training, (4) base law implementation training, resultvery good. Thing this show that context training PKP-PKA use LMS Banten CERIA done very much good. Results Interview on evaluation context show that informant give the same opinion as the respondents, namely all indicators done very much good. Level reaction participant to 13 indicator on input aspect which consist from (1) condition participant (2) process recruitment (3) total participant (4) criteria organizer (5) criteria instructor (6) total instructor (7) timeimplementation (8) Theory training (9) method learning (10) media learning (11) means and infrastructure (12) source study (13) source fund,the result is good. The level of participants' reactions to the 12 indicators in the process aspect consisting of: from (1) timetable implementation, (2) performance organizer, (3) performance instructor, (4) participant activities, (5) training curriculum, (6) availability of facilities and equipment infrastructure, (7) internet connection, (8) material feasibility, (9) media suitability learning, (10) suitability of learning methods, (11) barriers in learning, implementation, (12) evaluation training, result is good. Thing this shows that the PKA -PKP training process uses LMS BantenCheers done with good. Results Interview on evaluation process show that h the obstacles that occur when learning is no stable connection Internet. Thing this complained by participant so that a little bother the way learning. The level of participants' reactions to the 4 indicators on the product aspect consisting of: from (1) results acquisition post test, (2) percentage graduation participant, (3) change attitude and Skills, achieved with good. As for indicator (4) quality mastery Theory, result enough. Thing this show that PKP-PKA training products done with good . The results of interviews on product evaluation show that the acquisition of end there is no difference in the post test that participants take in online training with acquisition mark post test on training by classic. Besides four Thing above , according to analysis writer There are also three things that are quite important to be considered in the future, namely: The role of tutors in build participant engagement ; The ability of participants in interact with web systems; and current management on the performance of the Banten Ceria LMS .

Suggestion which could the author conveys is as the following: 1) Operators in order to manage LMS performance _ more current , good file _ nor features . This could done with adopt pattern learning synchronous and asynchronous LAN RI at Kolabjar so that participants and widyaiswaradon't feel tired sitting and staring at the laptop screen for a while which long. On feature LMS Banten CERIA added feature evaluation discipline,integrated behavior and attendance. In addition, to overcome stability Internet which down go on, BPSDMD Province Banten could cooperate with Telkom Pandeglang use facility VPN (*Virtual Private Networks*). 2) For widyaiswara who will do the same research, it is recommended so that in making questionnaire, answer which provided enough consist fromonly four choices, namely: (a) Strongly Agree, (b) Agree, (c) Disagree, (d) Very No Agree. Thing this meant for avoid trendappearance barren answers, such as: enough agree. Besides that , for widyaiswara who realized herself including in criteria digital immigrant ,

need extra effort for could adapt self build involvement with participant in p usage contemporary learning media . 3) For participants, especially those who are not familiar with direct learning online, it is recommended to prepare self by self-study first so that at the time of entry class no experience obstacle application technology learning . For mentors, it is absolutely necessary understanding and commitment during the training period not to give official tasks that cause participants to be unable to attend by full on moment material progress classroom learning . _ 4) As proverb say that not there is ivory that doesn't crack , then as well as study this still there is weakness that is merging between PKA and PKP. Should Among both of them separated and researched by individually .

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