

ARTICLE

The Effectiveness of the Functional Training for Pharmacy and Food Junior Expert Supervisors during Pandemic with Blended Learning Methods

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ABSTRACT

The Functional Training for Pharmacy and Food Junior Expert Supervisors has been conducted since 2019 with classical face-to-face method (offline). In early 2020, the method was replaced with blended learning methods using asynchronous and synchronous modes. The Covid-19 Pandemic requires the synchronous approach, initially conducted offline face-to-face with the participants, to replace online meetings using a video meeting application. This study aims to analyze the effectiveness of the functional training for pharmacy and food junior expert supervisors with the blended learning method. This research performed a quantitative parametric method using the Mann-Whitney test method. The number of offline training respondents was 59 people, and online training (blended learning) respondents were 753 people. The variable used to measure the effectiveness was the training evaluation. The study results indicated that the online activity of the Pharmacy and Food Junior Expert Supervisors was more effective than the offline training. This result was proved by The Mann-Whitney test method using SPSS. The evaluation result before the Covid-19 Pandemic with the classical method was significantly different from Blended learning during the Covid -19 pandemic, which was more effective. In this study, researchers also employed SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to explore essential aspects for continuing this training. Thus, the blended learning method is effective and continues using an online video meeting application.

A. INTRODUCTION

A functional position is a group of positions that consist of functions and tasks related to available services based on certain skills and expertise. National Agency of Drug and Food Control (*Badan Pengawasan Obat dan Makanan – BPOM*) is a supervisory agency for the pharmacy and food supervisory functional positions (KemenpanRB, 2020). The functional position has full scope, duties, responsibilities, authority, and rights to perform functional technical activities for drug and food supervision. In performing its tasks, the pharmacy and food supervisors must have the competencies stated in the Standard of Technical Competencies for Expert and Skilled Pharmacy and Food Supervisor ([BPOM RI, 2017](#)). One of the programs to fulfil this competency is through education and training for these functionaries.

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The Functional Training for Pharmacy and Food Junior Expert Supervisors was organized by Human Resources Development of National Agency of Drug and Food Control (*Pusat Pengembangan SDM Pengawasan Obat dan Makanan – PPSDM POM*), a working unit appointed as the supervisory agency for Pharmacy and Food Supervisory Functional Position. In 2019, the Functional Training for Pharmacy and Food Supervisor was conducted in a class, in a classical teaching and learning process. In 2020, according to the National Agency of Food and Drug Control Regulation Number 17 of 2020, the Functional Training for Pharmacy and Food Junior Expert Supervisors was conducted with a hybrid teaching and learning method (Blended Learning), which consisted of 1.) Non-classical teaching and learning method and 2.) Classical teaching and learning method. Non-classical teaching and learning method is conducted using Learning Management System Application, i.e., Moodle named SiPandai (*Sistem Pembelajaran Daring – Online Learning System*) that can be accessed through <https://ppsdm.pom.go.id/sipandai/>. The amount of time for non-classical teaching and learning method (Asynchronous) is 53 hours of lessons. The classical teaching and learning method is conducted face-to-face (Synchronous) with 35 hours of lessons. The total amount of time for this training is 88 hours of lessons, consisting of general competence and technical competence.

Functional Training for Pharmacy and Food Junior Expert Supervisors initially conducted face-to-face, had to be changed to an online meeting. It is based on the Circular Letter of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia Number 19 of 2020 concerning Adjustment of the Work System of Civil Servants in Efforts to Prevent Covid-19 in Government Agencies. These changes had to maximize existing technology and information. SiPandai App tackled this problem since training could still be conducted in asynchronous and synchronous ways by utilizing online meeting apps like Zoom and other supporting apps.

Chandrawati (2010) states that e-learning is a long-distance teaching and learning process that combines teaching and learning principles with technology. Clark & Mayer, (2011) explain that e-learning has several characteristics: 1.) Contents/Materials are relevant to the goals; 2.) Using instructional methods; 3.) Using media such as pictures in presenting the learning materials; 4.) Enabling direct and indirect learning; 5.) Building understanding and skills related to the learning goals for the individuals and the performance as a whole. Meanwhile, Seok (2008) mentions that e-learning is a teaching and learning method for pedagogy (adults) in the 21st century. Instructors/teachers design and facilitate, are experts in teaching and learning. López-Pérez et al., (2011) claim that blended learning is the newest development in education that combines face-to-face teaching and learning processes with e-learning modules. This makes it possible to benefit from both learning methods, e.g., high flexibility and low costs.

Effectiveness is the relationship between output and goals, or a measurement of how the output level, policies, and procedures from an organization are produced (Pekei Beni, 2006). Swastha & Handoko (2002) state that effectiveness is choosing the right goals or tools to achieve the predetermined goals. Karwati (2014) states that e-learning has a significant positive influence on the quality of student learning. The influence is in a strong category.

Research on the effectiveness of functional training for pharmacy and food supervisors is deemed necessary since the Covid-19 pandemic may become endemic (Banerjee, 2020). Based on the problem's focus, this research aims to analyze the effectiveness of the functional training for pharmacy and food junior expert supervisors during the pandemic with the blended learning method. The blended learning method used in this training combined asynchronous and synchronous methods. The Zoom meeting application was used in synchronous learning, while the siPandai Application was used in asynchronous learning. The data in this research were collected from the survey results on the evaluation of training implementation from 2019 to 2021. The data were analyzed using the quantitative parametric and Mann-Whitney test

methods. In addition, researchers also used SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to identify the appropriate strategy in organizing these training. This research is expected to expand the knowledge and organize exceptionally functional training for pharmacy and food junior expert supervisors at the Human Resources Development Center of the National Agency of Drug and Food Control.

B. LITERATURE REVIEW

According to the research conducted by [Bowyer & Chambers \(2017\)](#), there are three benefits in applying the Blended Learning method, i.e., 1.) improving learning outcomes; 2.) increasing time effectiveness in learning; and 3.) accommodating online discussions. The blended Learning method enables the teaching and learning process not to be limited by space and time. The blended learning method produces positive attitudes towards the learning process and the materials presented ([Endah Wulantina, 2019](#)). The blended learning method has proven to be effective for students who must learn remotely ([Sefriani et al., 2021](#)). The blended learning method is one of the solutions to meet learning needs out there since blended learning is an effective and low-risk learning method ([Noervadila et al., 2021](#)).

E-learning has several benefits, e.g., 1.) Cheap and easy to get; 2.) Saving paper; 3.) enabling long-distance learning, and this is the reason why Human Resources Development of National Agency of Drug and Food Control conducted online training. E-learning teaching and learning process is effective and has a role in espousing participants' skills in training. E-learning makes it easier for participants to review materials and discuss things with facilitators. The classical learning method has a role in deepening and expanding the training materials ([Rahman et al., 2020](#); [Yuningsih & Rejeki, 2021](#)). But, from the benefits above, several drawbacks are also found in this method, e.g., 1.) dependent on the internet; 2.) wasting internet quota; 3.) plagiarism can happen ([Haryanto, 2018](#)).

[Affiani \(2020\)](#) mentions that the teaching and learning process can be deemed effective if the process reaches the expected goals and the students can absorb and practice the learning outcomes. The effectiveness of the training can be seen from, among others: 1.) All training programs have been implemented according to the predetermined schedule; 2.) the implementations of all training activities are neat due to work ethic, dedication, and the organizers' ability; 3.) The use of available infrastructures is efficient; and 4.) the set targets or goals for the training programs have been achieved ([Affiani, 2020](#)).

[Yuningsih & Rejeki \(2021\)](#) research on the competence of PNS Training participants before and during the Covid-19 pandemic concluded that there were significant differences between PNS Training participants before and during the Covid-19 pandemic in aspects of academic evaluation, actualization evaluation, and attitudes and behaviour evaluation. Meanwhile, [Kusmiati & Rahadi \(2020\)](#) mentions that the quality of teaching and learning in higher education has decreased.

C. METHOD

Data Collection

The data source for this research was from the recapitulation of evaluation data on the implementation and the facilities in functional training for pharmacy and food junior expert supervisors in 2019, 2020, and 2021 at the Human Resources Development Center of the National Agency of Drug and Food Control. The respondents in this research were all the participants of the training with details as follows:

Table 1. The Number of Respondents of the Functional Training for Pharmacy and Food Junior Expert Supervisors

Status	Year	Number of Respondents (people)
Before Pandemic	2019	59
During Pandemic	2020	512
(Blended Learning Method)	2021	241

The data were collected through a questionnaire survey using a google form. In contrast, the scoring system used the Likert scale, with five answer categories, where 1 (one) referred to very poor, and 5 (five) referred to very good. The questionnaire consisted of 6 questions, i.e., 1.) the readiness and availability of training facilities and infrastructure; 2.) the atmosphere of the environment in supporting the teaching and learning process during training; 3.) the punctuality of the training schedule; 4.) the conformity of the training with its aims and goals; 5.) the services provided by the training committees to participants; 6.) the quality of the training materials from the beginning to the end.

Data Analysis

The data were processed with Two-Independent-Samples Test and Mann-Whitney test using SPSS version 16. This analysis is one of the non-parametric statistical tests employed to distinguish between two variables with different samples. The evaluation data of 2019, 2020, and 2021 were recapped and processed to determine the effectiveness of the functional training for pharmacy and food junior expert supervisors. Researchers also performed SWOT analysis in this research.

Hypothesis

In performing the tests, the criteria to reject or accept the hypotheses were based on the p-value obtained from the output calculated with SPSS version 16. If $p\text{-value} < \alpha$, then H_0 is left, and if $p\text{-value} \geq \alpha$, then H_0 is accepted.

The hypotheses tested for this research were: H_0 : The result of the implementation and facilities evaluation in functional training for pharmacy and food junior expert supervisors before Covid-19 pandemic (2019) with classical method is significantly similar with the implementation and facilities during Covid-19 pandemic (2020 and 2021) with Blended Learning method. H_1 : The result of the implementation and facilities evaluation in functional training for pharmacy and food junior expert supervisors before Covid-19 pandemic (2019) with classical method is significantly different from the implementation and facilities during Covid-19 pandemic (2020 and 2021) with Blended Learning method.

The tested hypotheses may give a clear delineation of the situation. They can help researchers conclude the answers to the problems related to the effectiveness of implementing Functional Training for Pharmacy and Food Junior Expert Supervisors during the Covid-19 Pandemic with Blended Learning Method.

SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

SWOT analysis is a systematic identification of various factors to formulate strategies for an organization (Rangkuti, 2013). This analysis emphasizes the internal and external circumstances of an organization. The performance of a company or an organization can be determined by a combination of internal and external factors (Rusdiansyah, 2016). Both aspects should be considered in SWOT analysis. Internal circumstances consist of strengths and weaknesses, while external events consist of opportunities and threats. Fred R. David (2011) elucidates several factors on both external and internal circumstances, i.e., 1.) External affairs

can be divided into five categories: (a) economic power; (b) social, cultural, geographical, and natural environment; (c) politics, government, and law; (d) technology; and (e) competitive power. 2.) Internal circumstances can be divided into three categories: (a) physical resources, such as tools and equipment; (b) Human Resources (HR), such as all employees, training, experience, intelligence, and knowledge; and (c) Organizational resources, such as organizational structures, information system, and database.

Elements in SWOT Analysis: 1) Strengths. Strengths are advantages an organization possesses, such as a specific or excellent competency. These strengths become the comparative advantage of an organization. 2) Weaknesses. Weaknesses are disadvantages possessed by an organization. Fundamentally, a weakness is a natural thing in an organization. The most crucial thing is how the organization build a policy to minimize the weaknesses or even eradicate them. 3) Opportunities. Opportunities are external circumstances that are beneficial and may become the main advantages in the development and advancement of a company/organization. 4) Threats. Threats are the opposite of opportunities. Threats are external circumstances that may interfere with and disrupt the operation of an organization or a company. Threats may come from an unfavourable environment for an organization to operate. If threats are not immediately addressed, it can cause a prolonged impact, creating barriers and obstacles to achieving an organization's vision and mission.

SWOT Analysis was also needed as it provided additional contributions to the achievement of the aims of this research, which is to give recommendations to the policymakers. The analysis provided by this research can be used as helpful information for the organizers of training at Human Resources Development of the National Agency of Drug and Food Control.

D. RESULT AND DISCUSSION

Data on the results of the implementation and facilities evaluation in Functional Training for Pharmacy and Food Junior Expert Supervisors at Human Resources Development of National Agency of Drug and Food Control in 2019, 2020, and 2021 using Likert scale (Score 1-5) are presented as follows:

Table 2. The Average Score of the Results of the Implementation Evaluation in Functional Training for Pharmacy and Food Junior Expert Supervisors

No	Pandemic Status	Aspect	Average Score
1	1	1	3.95
2	1	2	4.02
3	1	3	3.39
4	1	4	4.14
5	1	5	4.10
6	1	6	4.05
7	2	1	4.48
8	2	2	4.22
9	2	3	4.47
10	2	4	4.65

11	2	5	4.62
12	2	6	4.60

Description:

Pandemic Status 1: Before Pandemic with Classical Method (2019)

Pandemic Status 2: During Pandemic with Blended Learning Method (2020 and 2021)

Aspect 1: The readiness and availability of training infrastructures

Aspect 2: The atmosphere of the environment in supporting the teaching and learning process during training

Aspect 3: The punctuality of the training schedule

Aspect 4: The conformity of the training with its aims and goals

Aspect 5: The services provided by the training committees to the participants

Aspect 6: The quality of the training materials from the beginning to the end

Score: The average score in the questionnaire

The test result using Mann-Whitney method on the overall aspects of the impact of the implementation and facilities evaluation in Functional Training for Pharmacy and Food Junior Expert Supervisors at Human Resources Development of National Agency of Drug and Food Control in 2019, 2020, and 2021 using Likert scale (Score 1-5) in table 3.

Table 3 Mann-Whitney Test Results on the Aspects of Evaluation of the Implementation of Functional Training for Pharmacy and Food Junior Expert Supervisors

No	Aspects	<i>p-value</i>	Result
1	The readiness and availability of training infrastructures	0.000	Reject H0
2	The atmosphere of the environment in supporting the teaching and learning process during training	0.026	Reject H0
3	The punctuality of the training schedule	0.000	Reject H0
4	The conformity of the training with its aims and goals	0.000	Reject H0
5	The services provided by the training committees to the participants	0.000	Reject H0
6	The quality of the training materials from the beginning to the end	0.000	Reject H0

Based on the analysis, it can be inferred that there are differences in overall aspects between the implementations of Functional Training for Pharmacy and Food Junior Expert Supervisors organized in the past using classical and blended learning methods. The data tests for respective aspects are as follows:

The readiness and availability of training infrastructures

The results of the measurement of the readiness and availability of training infrastructures are as follows:

Table 4. Results of readiness and availability of training infrastructures

Status	Average Score	Mann-Whitney Test Results
Before the Pandemic	3.95	0.000
During the Pandemic	4.48	

According to the Indonesian Dictionary (Kemendikbud, 2019), facilities are anything that can be used as a tool in achieving the goals or objectives, and infrastructure is everything that becomes the primary support for the implementation of a process. The functions of facilities and infrastructure are certainly differ based on the scope of their respective uses. Still, they have the same goal: achieving the expected results following the plan. Based on the results above, there are significant differences in the average readiness score, available training facilities and infrastructure before and during the *Covid-19*. The difference in scores before

and during the pandemic was 0.53 points, which means this difference is quite significant. Thus, training during the *Covid-19* is more effective in terms of readiness and availability of training facilities and infrastructure. There can be caused by the lack of training facilities, infrastructures and the limited budget for human resource training which is carried out offline, resulting in a decrease in the quantity and quality of training effectiveness (Kusnadi, 2020).

The atmosphere of the environment in supporting the teaching and learning process during training

Based on the results of the *Mann-Whitney* conducted on the atmosphere of the environment in supporting the teaching and learning process during training, the following data were obtained:

Table 5. Results of measurements of the atmosphere of the environment in helping the teaching and learning process during training

Status	the Average Score	The Mann-Whitney Test Results
Before the Pandemic	4.02	0.026
During the Pandemic	4.22	

These results showed differences in environmental aspects and the ecological atmosphere in supporting the learning process in training on implementing the First Level of Functional Training for Pharmacy and Food Junior Expert Supervisors held through conventional methods and *e-learning*. It can be seen that the average score on environmental aspects and environmental conditions in supporting the learning process in training shows a higher score during the pandemic than before the pandemic. The training environment determines the training activities they participate in and affects the implementation ability of the participants (Nira, 2005). The background for online training participants can be in the form of an office atmosphere, home or *zoom meeting* facilities provided by the organizers. These are pretty comfortable, so aspects of environmental and environmental conditions in training support the learning process because they will create a comfortable learning process (Rohani, 1997).

The punctuality of the training schedule

The results on the measurement of the punctuality of the training schedule are presented in the following data:

Table 6. The results of the measure on the timeliness of the training schedule

Status	Average Score of	The Mann-Withney Test Results
Before the Pandemic	3.39	0.000
During the Pandemic	4.47	

According to (Harbour, 2017), punctuality (*Timeliness*) is the time required to produce these goods and services. Based on these results, there is a significant difference in the average timeliness of training before and during Covid-19. The difference in scores before and during the pandemic was 1.08 points, which is significant. It can be concluded that the implementation of training during the *Covid-19* with the *blended learning* is more effective in terms of the timeliness of training implementation. Research conducted by Kusnadi concluded that punctuality is essential, but it must also follow the objectives of the training curriculum (Kusnadi, 2020).

The conformity of the training with its aims and goals

Based on the results of the *Mann-Whitney* conducted on aspects of conformity of implementation with training objectives, as well as the average score obtained the following data:

Table 7. Measurement results of characteristics of agreement of implementation with training objectives

Status	Score Average	Test Results <i>Mann-Whitney</i>
Before the Pandemic	4.14	0.000
During the Pandemic	4.65	

The purpose of The Functional Training for Pharmacy and Food Junior Expert Supervisors at the First Expert Level is to increase the competence of the Pharmacy and Food Supervisors at the First Expert Level in carrying out their main tasks and functions in conducting drug and food supervision (BPOM RI, 2020). Based on these results, it was concluded that there were differences in the aspects of the suitability of the implementation with the training objectives in the Implementation of the First Professional Pharmacy and Food Supervisory Position Training which was held through classical and online face-to-face methods. The results show that the scoring average on the suitability of implementation with training objectives shows a higher score during the pandemic than before. These indicate that the training participants feel that they will still obtain the expected competencies following the training objectives with online training. Learning processes in the form of *Asynchronous* and *synchronous* can run optimally by the expected goals, and *e-learning* has a positive and significant effect on the quality of learning (Rahman et al., 2020; Suharyanto & Mailangkay, 2016).

The aspect on the services provided by the training committees to the participants

Based on the results of the *Mann-Whitney* on this aspect and the average score, the data obtained are as follows:

Table 8. The results of the measurement of aspects of services provided by the training committee to participants

Status	Score Average	Test Results <i>Mann-Whitney</i>
Before the Pandemic	4.10	0.000
During the Pandemic	4.62	

One of the conditions that must be met in *e-learning* is the service supported by the speed of response provided for participants in handling their complaints and needs (Elyas, 2018). Therefore it is necessary to conduct a comprehensive evaluation of the service supplied by the training committee to participants. It was concluded that there were differences in aspects of the services provided by the training committee to participants held before the pandemic compared to during the pandemic. The average evaluation score during the pandemic was higher than during the pandemic and showed a *p-value* of 0.000 ($p\text{-value} < \alpha$). This indicates that participants' perceptions of the services provided by the first expert-level PFM functional position training committee during a pandemic or using online methods remain responsive.

The aspect on the quality of the training materials from the beginning to the end

Based on the results of the *Mann-Whitney* on the quality of training materials from beginning to end in training and the average score, the data obtained are as follows:

Table 9. The results of measuring aspects of the quality of training materials from end

Status	Average Score	Test Results <i>Mann-Whitney</i>
Before the Pandemic	4.05	0.000
During the Pandemic	4.60	

The *p-value* test results from the *Mann-Whitney* test was 0.000 ($p\text{-value} < \alpha$), which indicates that there is a difference in the quality of the training materials from the beginning to the end with the end of Functional Position Training held before the pandemic compared to during the pandemic. Based on these results, it can be concluded that the participants' perceptions of the quality of the training materials from the beginning to the end of the first expert-level PFM functional position training during the pandemic remained of high quality.

SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)

SWOT analysis can be used as a recommendation for a policy. This ability lies in the capacity of policymakers to maximize the strength factors and take advantage of opportunities and act as a tool to suppress weaknesses and reduce the impact of threats that occurred and must be faced. In conducting a SWOT analysis, the steps used are as follows; (1) analyzing strength; (2) analyzing weaknesses; (3) analyzing opportunities; and (4) analyzing threats.

Based on the results of data analysis, there are significant differences in all aspects of organizing training for the Functional Training for Pharmacy and Food Junior Expert Supervisors during the pandemic. Before the *Covid-19*, online training has proven to be more effective than offline/conventional/face-to-face training, along with all the advantages and disadvantages.

The effectiveness of the Functional Training for Supervisors of Young Pharmacy and Food Experts during the Covid-19 period based on 4 (four) aspects, namely Strengths, Weaknesses, Opportunities and Threats, can be seen in table 10.

Table 10. SWOT Analysis

Internal		
	Strengths (<i>Strengths/S</i>)	Weaknesses (<i>Weaknesses/W</i>)
	<ol style="list-style-type: none"> Operational cost efficiency. Participants from all over Indonesia can follow it without having to collect in a specific place Punctuality, so that the implementation of the training can run according to the targets that have been set 	<ol style="list-style-type: none"> The organizer cannot directly monitor the condition of the participants The area conditions of some participants are relatively remote, which make the internet connection is often unstable
External		
Opportunities (<i>Opportunities/O</i>)	Strategy (S – O)	Strategy (W – O)
<ol style="list-style-type: none"> More flexible learning time and methods (<i>asynchronous</i>) Optimizing the use of learning applications (<i>learning management system</i>) Documenting the training sessions and can be listened to repeatedly by trainees 	<ol style="list-style-type: none"> Creating innovations – innovation in online learning methods <i>Effectiveness</i> of facilities to increase interaction/discussion between participants and teaching staff 	<ol style="list-style-type: none"> Participants can keep up with materials/teaching materials/discussion Teaching staff should be proactive in approaching participants and providing support if there are obstacles.

Threats (<i>Threats/T</i>)	Strategy (S - T)	Strategy (W - T)
1. Participants feel bored more easily	1. Participants are given more ice-breaking or other activities that can boost their mood.	1. The participants must sign the commitment letter known by their head of work unit. The letter informs that they will follow the training until the end.
2. Participants are easily distracted because there are other tasks from the leader, or their home atmosphere is less supportive	2. The head of the work unit should encourage the participants to follow the training to achieve the output maximally.	2. Build a network with the participants' work unit to solve the network problems.
3. Lack of commitment and discipline from participants		

Based on the SWOT analysis in table 10, which consists of internal strengths and weaknesses as well as external opportunities and threats, the researchers tried to put the results of the analysis into 4 (four) strategies as follows:

Strategy Strengths – Opportunities. Steps that can be taken to use strengths to seize opportunities include: 1) Creating innovations in online learning methods. The Center for Human Resource Development for Drug and Food Control has created an information technology-based learning innovation, namely SiPandai (Online Learning System) (<https://ppsdm.pom.go.id/sipandai/>) which can be accessed by participants, teaching staff and training providers. This condition improves the convenience for participants to learn whenever and wherever they are. The Development Center needs to develop various more practical platforms and make it easier for employees to develop competencies. In addition, it is important to perform innovation in learning so that later they will be able to compete internationally by paying attention to various strengths, both inside and outside technology. In this situation, it is not easy to assume everything is easy because it takes people who are creative (Serdyukov, P. and Hill, 2013). 2) *Effectiveness* of facilities so that they can increase interaction/discussion between participants and teaching staff. Participating in online learning/training in-home/office makes participants not feel psychological pressure from the teaching staff, which participants sometimes feel during face-to-face learning/training. In participating in online activities, many participants can be more relaxed at work or their respective homes without being pressured by teachers who seem more formal. The absence of lecturers also directly affects students not feeling awkward to express their opinions (Sadikin & Hamidah, 2020).

Strategy Weaknesses – Opportunities. 1) Participants can keep up with material/teaching materials/discussion results. The Application of learning through the internet (*e-learning*) is a new medium that may overcome students with passive attitudes. According to (Sadiman, A. S., Rahardjo, R., & Haryono, 2009), the use of appropriate learning media is beneficial for a) Increase enthusiasm in learning, b) Allow for direct interaction, c) Allows students to learn independently. Independent learning is a way of learning where students are free to determine goals, planning processes, strategies, use learning resources of their choice, make academic decisions, and carry out activities to achieve learning goals. Therefore independent learning requires motivation, tenacity, seriousness, discipline, responsibility, willingness and desire to develop and advance knowledge (Yamin, 2011).

Teaching staff can approach participants and provide support if there are obstacles. Teaching staff can approach and evaluate online learning outcomes for participants and provide support if participants experience obstacles or decreased interest in learning. Online learning has particular challenges, separate locations, and a long time in learning at home cause lecturers not to supervise student activities during the learning process directly. The existence of support from teaching staff is expected to foster independent learning and create responsibility and autonomy in education (Kuo et al., 2014).

Strategy Strengths – Threats. 1) Participants are given more ice-breaking or other interludes that can improve mood. One of the strategies is increasing the qualities of learning

media and online learning methods to create a more attractive and less monotonous learning environment. Teaching staff as learning facilitators certainly have a significant role in designing and presenting exciting material. Input from participants during the online learning was implemented may improve the teaching materials. Another point to consider for online learning is the duration. An extended period of online learning (more than one hour) may decrease participants' concentration (Salman Khan, 2012). 2) The leaders of the participating work units should have similar perceptions towards the training goal. This training requires focus to achieve the output maximally. The leaders of the work units often think that the training is only a mere formality without realizing that what the participant can bring changes to their work units. Therefore, support from leaders is needed to allow participants in a certain period to focus on learning without being disturbed by other jobs. Therefore, the work unit head commitment is needed to support the organization's progress through the readiness of quality human resources. Robbins & Judge (2015) defines commitment as a condition in which individuals work in line with the organization's goals and desire to maintain membership.

Strategy Weaknesses – Threats. 1) Employees attend full training, which is known by the head of the work unit. This awareness is undoubtedly a determining factor for the success of online learning. In addition to the benefits of online lectures, it is also necessary to raise awareness among participants that online learning reduces physical contact between teachers and participants in different places, encouraging the emergence of *social distancing*. It is known that *social distancing* is an excellent solution to prevent the spread of *Covid-19* (Stein, 2020). 2) Cooperating with the participant of work units to solve network problems. The most common problem is the lack of stable signal in the participant's residence. This occurs due to weather or geographical conditions. To deal with this condition, for participants who live in remote areas and their homes are constrained by the internet, the organizers can attend the program in the work unit where the participants work. This strategy provides affordable internet access for the participants.

E. CONCLUSION

There is a difference in *the effectiveness* of implementing Functional Training for Pharmacy and Food Junior Expert Supervisors, which was carried out before the pandemic and during the *Covid-19*. Based on the test results using the *Mann-Whitney* in all aspects, the results showed significantly different results with $\alpha < 0.05$. The average results of the evaluation of the implementation of Functional Training for Pharmacy and Food Junior Expert Supervisors showed that the average score during the pandemic was higher than before the *Covid-19*. Thus, face to face online through *video meetings* with *Blended Learning* is considered effective and possible to be continued.

In optimizing the implementation of Functional Training for Pharmacy and Food Junior Expert Supervisors for the First Expert Level category, several strategies are possible to be applied, including 1) Creating innovative online learning methods; 2) Providing adequate training facilities; 3) Providing motivation for participants to learn independently; 4) Approaching participants and providing support if there are obstacles; 5) Providing ice breaking or other interludes during the training; 6) providing a better understanding on the leadership of the participating work units regarding the importance of training; 7) Collecting the commitment sheets that are known by the leadership of the participating work units, and 8) Cooperating with participating work units to solve network problems.

This research is inseparable from several limitations throughout the study. Weaknesses were disclosed to improve further research, which has a similar discussion. In this study, the researchers employed questionnaires distributed to all training participants, and the results portrayed the evaluation of training implementation. In this study, the researcher also applied

the SWOT analysis on the existing problems; however, this analysis still needs to be further explored to produce a qualified policy for implementing Functional Training for Pharmacy and food junior supervisors. It is necessary to do further analysis related to other aspects that the researcher did not analyze in this study. This research needs to be carried out continuously every year, and the quality is improved.

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