Enrichment: Journal of Management, 13 (4) (2023)

Published by: Instiute of Computer Science (IOCS)

Enrichment: Journal of Management

Journal homepage: www.enrichment.iocspublisher.org

The influence of e-learning and in house training on employee performance with evaluation of kirkpatrick training model as a moderation variable

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ARTICLE INFO

Article history:

Received Oct 06, 2023
Revised Oct 16, 2023
Accepted Oct 27, 2023

Keywords:

Elearning;
Employee Performance;
HR Management;
In House Training;
Training.

ABSTRACT

A Human Resource Management (HRM) is a branch of science in dealing with various challenges within the scope of the organization itself, namely humans. One of the roles of Human Resources Management is to ensure that every employee within the organization has the same vision as the organization so that the organization grows and develops in accordance with the stated goals. This is to ensure that employees have sufficient competence to face challenges, both internal and external to the organization and this is the main key for the organization to grow and survive. One type of employee development in Human Resources Management is through training. One of the training methods that is currently frequently used is e-learning and in-house training. Whether e-learning and in-house training has an impact on performance can be determined by conducting an evaluation. One type of training evaluation is the Kirkpatrick evaluation. Based on the results of this evaluation, it can be concluded from this research that e-learning method training has no effect on employee performance at KPP Madya Karawang and while in-house training method training has an effect on employee performance at KPP Madya Karawang. The hypothesis that the evaluation of Kirkpatrick model training as a moderating variable strengthens the influence of e-learning training on performance is unacceptable, while the hypothesis that the evaluation of Kirkpatrick model training as a moderating variable strengthens the influence of in-house training on performance is acceptable.

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INTRODUCTION

Human resource management is currently a very important science. This is due to the development of increasingly complex organizations, both in terms of the problems faced, the

increasing number of assets and the number of people working in the organization which has increased significantly. (Silva et al., 2022) HRM is the process of managing people in organizations, and includes all of the techniques employed to manage people and keep them up to date, qualified, and aligned according to the expectations of stakeholders; there is also focus on activities related to the professional qualification, learning, and training of individuals. Every organization is driven by the humans within it, and humans are the only non-object assets in an organization, apart from other tangible assets such as capital, buildings, machines and so on. As intangible assets, humans require special handling and this handling requires human resource management, where the real role of human resource management is to ensure that the people in the organization have the same vision and mission as the organization. One of the important roles of human resource management is the development of human resources in an organization and its methods by providing the training needed by the human resources that fill the organization.

Training has many types and methods. One of the training methods in the human resource development process is e-learning and in house training. The meaning of e-learning (Encarnacion et al., 2021)E-Learning is a term for all types of technology-enhanced learning (TEL),where technology is used to support the learning process, according to (Basak et al., 2018) E-learning is "the learning supported by digital electronic tools and media" and m-learning is the "e-learning using mobile devices and wireless transmission". Meanwhile, according to (Kacetl & Semradova, 2020), E-learning includes many methods that can effectively influence the learning process and which present the learning content of various kind to users, i.e., those who are educated, among other things, through collaborationsoftware and WBC (web-based-courses). Currently, the internet is widely known by the global community, and has made many changes, especially related to the way people generally carry out business activities, search for information, and communicate with one another. The difference between an intranet and the internet is that an intranet is a network that exists within an organization, and is privately owned by the organization, protected by a software "firewall", and everyone's access to the network is limited, and only to authorized users, including employees. who take e-learning. Meanwhile, according to (Khan et al., 2022), With E-learning, learners could indeed control and prompt themselves to study English without being compelled or guided by others, but they're still is directly embedded within the textbook, educational establishment learning goals, course materials, and many other guidebooks to accomplish language ability .

Another training method is in-house training. In House Training according to Sujoko (Kristen et al., 2017) is a training program held in one's own place, as an effort to increase employee competency in carrying out work by optimizing the potential that exists in internal to the organization.(Kumar et al., 2017) In-house training is normally handled by managers and mentors to help employees adjust to their work and to equip them with appropriate job related skills including theoretical and practical knowledge. In-house training may consist of teaching or coaching by more experienced people or trainers at the desk or at the benchBased on the definition of e-learning and in-house training above, it can be concluded that the difference between the two is that e-learning is Asynchronous Learning (ASL), namely training that is carried out indirectly without having to be accompanied by a trainer, while in-house training is training that is Synchronous Learning. where the trainer is present, either in person or online, in the middle of the training and directs the training participants to achieve the training objectives.

To ensure that the training carried out is in accordance with the specified objectives, it is necessary to evaluate the training. (Sari & others, 2021)reveal that training evaluation is an effort to systematically collect information to measure training results based on this information. There are many models and types of evaluation given in training, one of which is the Kirkpatrick training evaluation method , which generally evaluates the Reaction, Learning, Behavior and Results of the training provided. As the name suggests, this theory was developed by Dr. Donald Kirkpatrick. In the evaluation model there are 4 levels (Cahapay, 2021) , namely Reaction, measuring the level of

participant satisfaction with the implementation of the training. The indicators used as a reference for this measurement are: materials, facilities, consumption, and instructors during training. The second level is learning (Learning): measuring whether participants can pay attention and understand the material provided by the instructor. This evaluation data was obtained by comparing the results of the initial test before training (pre-test) with the results of the final test after training (post-test). The third level is Behavior to find out whether the knowledge, skills and behavior taught during the training are actually utilized and applied to the participants' daily work behavior and have a significant effect on improving performance/competence in their respective work units. . The last one is Results (Results) know whether there is an increase in organizational performance after training. The purpose of collecting information at this level is to examine the impact on the work group or organization as a whole .

The aim of holding training is to increase performance in an organization so that the organization can develop and be successful in facing every challenge both from within the organization and from external to the organization. The definition of performance according to Hasibuan (Hafiid & Sugiarto, 2020) is a work result achieved by a person in carrying out the tasks assigned to him which is based on skill, experience, seriousness and time, while according to (Armstrong et al., 2016) Performance includes both behavior and results. Behavior arises from habits that change performance from abstraction to action. Behavior is not only an instrument of outcome, but it is also an output itself, the product of mental and physical effort applied to a task and can be assessed separately from the results of the work performed.

Research related to the effect of e-learning training on performance is from (Rakic et al., 2018) which concludes that there is a significant relationship between student learning performance and learning resources that use e-learning platforms at universities. Novi Sad, Serbia. Research on the effect of in-house training on performance (Hendratmoko, 2018) shows that there is a significant influence, the in-house training variable (X) on the performance of PT Anugerah Mulia Indobel employees. Research related to the influence of training evaluations on performance (Mustofa, 2022) gives results. There is a positive and significant influence between training evaluations on the performance of Civil Servants at the Education, Youth and Sports Service, obtained tcount of 4.615 with a significance value of 0.000, which is greater than in the t table (4.615 > 2.000) or significance value smaller than 0.05. So based on this, the research provides the following hypothesis: H_1 E learning training has a positive and significant effect on employee performance. H_2 In House Training Training has a positive and significant effect on employee performance. H_3 E learning training has a positive and significant effect on employee performance and the Kirkpatrick model training evaluation as a moderating variable strengthens this effect. H_4 In House Training has a positive and significant effect on employee performance and the Kirkpatrick model training evaluation as a moderating variable strengthens this effect.

Previous research only partially examined the influence of training on employee performance or specifically the influence of e-learning model training on employee performance or the influence of in-house training on employee performance with research objects namely campuses or private companies and without training evaluation variables as moderating variables. What makes this research different from previous research is that it combines the e-learning training model as the first independent variable and the in-house training model as the second independent variable and makes the Kirkpatrick model training evaluation a moderating variable for the two types of training models and makes government institutions the research object.

Theoretical implications are expected from this research: Contributions to Learning Theories: Research in this area can contribute to the development and refinement of learning theories, such as adult learning theory and social learning theory. It can help researchers better understand how employees acquire knowledge and skills through different training methods. Educational Psychology: The study can explain on the psychological processes involved in e-learning and in-house training, helping to refine educational psychology theories related to

motivation, engagement, and knowledge retention.m Blended Learning Models: The findings may support the development of new blended learning models that effectively combine e-learning and in-house training to optimize employee learning outcomes. Measurement and Assessment: Researchers can explore novel ways to measure and assess employee performance, potentially developing new metrics and tools for evaluating the effectiveness of training programs.

The research can help determine if the results are generalizable across industries, job roles, and regions, contributing to the general understanding of training's impact on employee performance. Practical implications are expected from this research: Training Program Design: Organizations can use research findings to design more effective training programs, customized to the needs of their employees, considering factors such as content, delivery methods, and individual learning styles. Cost Savings: Understanding the comparative effectiveness of e-learning and in-house training can help organizations make informed decisions about resource allocation, potentially leading to cost savings. Employee Engagement: Insights from the research can guide strategies for enhancing employee engagement and motivation during training, leading to improved learning outcomes. Professional Development: Organizations can use the findings to support the ongoing professional development of their employees, so it was created a more skilled and capable workforce. HR Policies: The results can inform HR policies and practices related to training and development, performance evaluation, and career advancement. Competitive Advantage: By optimizing employee performance through effective training, organizations can gain a competitive edge in the marketplace, as skilled and knowledgeable employees contribute to organizational progress.

In conclusion, research on the influence of e-learning and in-house training on employee performance has the potential to benefit both the academic community and organizations. Theoretical implications can advance our understanding of learning processes, while practical implications can help organizations improve their training strategies and ultimately enhance employee performance, productivity, and satisfaction

RESEARCH METHOD

The research design used in this research is a descriptive research design, namely one of the research designs used to describe the implementation of in-house training and e-learning that has been carried out and to find out whether the influence of the independent variable is significant on the dependent variable, what is the influence of e-learning on performance, how does in-house training influence performance, how does e-learning influence performance which is moderated by evaluation of Kirkpatrick model training , how does in-house training influence performance which is moderated by evaluation of Kirkpatrick model training in an organization.

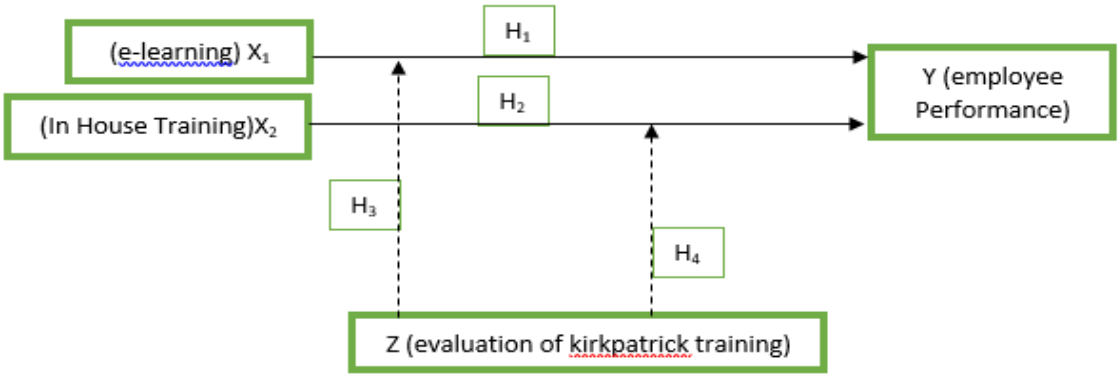

Figure 1. Research Hypothesis

Meanwhile, the type of research chosen is quantitative research. In the quantitative research design, the principal purpose is situated to regulate the connotation between an independent variable and a dependent or consequence variable in a population. This research design is either descriptive or experimental. In fact, a descriptive study establishes only relations between variables (Mehrad & Zangeneh, 2019) This type of research was chosen because quantitative research has a clear framework. This is in accordance with the type of measurements carried out in this research. The framework of the quantitative research itself seeks to confirm the phenomenon that training, whether e-learning or in-house training, has an influence on employee performance in an organization. Quantitative research also has instruments that are more rigid in categorizing respondent answers, so they are easier to measure. From the respondents' answers, they were analyzed and a conclusion was drawn. The final reason for using this type of quantitative research is that the methods used are very structured, such as questionnaires, surveys and observations. This is in accordance with the research carried out using the questionnaire method. The questionnaire that will be distributed uses an interval scale type (Likert scale) where the answer options are strongly disagree (1) strongly disagree, (2) disagree, (3) have no opinion, (4) agree, (5) strongly agree . The research was conducted at KPP Madya Karawang, which is part of the vertical agency of the Directorate General of Taxes. The choice of this location was based on consideration of the fairly large number of employees, namely 116 employees among the Tax Service Office located at the West Java II Regional Office. Another reason is because the job demands at KPP Intermediate are greater than those at KPP Pratama, because the tax revenue target burden is the highest compared to other tax offices within the DJP West Java II Regional Office , so it demands more performance from every employee there. Apart from that, KPP Madya Karawang has an employee development program in the form of training using e-learning and in-house training methods and this is in accordance with the objectives of the research carried out . Below is a table of respondent characteristics based on gender.

Table 1 . Gender Of Respondents

Gender	Frequency	Percentage %
Male	88	76
Female	28	24
Total	116	100

Based on the table above, it is known that male respondents are more dominant, namely 76% compared to female respondents at 24%.
Below is a table of respondents based on education.

Table 2 . Respondent's Education

Education	Frequency	Percentage %
D1	28	24
DIII	18	16
S1	47	41
S2	23	20

Based on the table above, the highest level of education among respondents is S1 (bachelor's degree) at 41%, followed by Diploma I education level at 24%. This level of DI education means employees who come from official education who are bound by regulations are directly placed in a predetermined vertical unit .

As a government agency, KPP Madya Karawang employees are civil servants who have their own groups. The following describes the characteristics of respondents based on group.

Table 3 . Frequency of Employee Classes

Group Level	Frequency	Percentage %
I	0	0
II	37	32
III	63	54
IV	16	14

Based on the table above, the largest group is group III at 54%. Meanwhile, group I, which is legally a high school graduate, does not exist at all.

Respondents had different working periods. The following is a presentation of the employee's work period as a civil servant at KPP Madya Karawang **.**

Table 4 . Frequency distribution of respondents based on working periods

Working Period	Frequency	Percentage %
1-5 years	31	27
6-10 Years	18	16
11-15 years	27	23
16-20 years	20	17
21-25 years	15	13
26-30 years	5	4

Most employees' work periods are between 1 and 5 years with a percentage of 27%. Meanwhile, the second largest are employees with 11 to 15 years of service.

RESULTS AND DISCUSSIONS

The construct in the form of e learning consists of 5 indicators and 14 questions. These indicators were adopted from research by (Almaiah et al., 2020). Respondents were asked whether in implementing e-learning there was technological support, system quality, work culture, self-awareness and trust from both the organization and the respondent personally. Questionnaire answer choices asked of respondents used a Likert scale from 1, which means strongly disagree to 5, which means strongly agree. Questionnaire is Drawing a sample, hiring, and training interviewers and supervisors, programming computers, and other preparatory work is all in service of the conversation that takes place between researchers and respondents (Krosnick, 2018). Testing this indicator uses the Smart PLS 4 analysis tool. Testing the indicators for each e-learning training question is processed using Smart PLS 4 and the processing results in an outer loading value between 0.573 – 0.836. According to Ghozali (Ono, 2020), a correlation can be said to meet validity if it has a loading value of more than 0.7. Validity is the results of any validation effort are conditional upon the context in and group characteristics of the sample with which the studies were done, as are claims of validity drawn from these empirical results (Jebb et al., 2021). There are 4 questions that have an outer loading <0.71 so these 4 questions are removed from the model. Elimination of the outer loading indicator whose value is less than 0.71 is in accordance with research (Sarstedt et al., 2021) which requires this. The question code removed from the model is X11 with an outer loading value of 0.700, X110 = 0.678, X111=0.605 and) 0.657 and this is in accordance with research from Hair et al. (2017) which requires a rho_a value of > 0.70 and an AVE value of > 0.50 for the model measurement to be valid and reliable .

Table 5. Smart Pls Data Processing Results for E learning Indicators (Measurement Model)

Indicators/Items	Code	Factor Loading	rho_a	AVE
E learning training	A			
Technological Factors	A.1.			
Stable internet/intranet network when accessing e-learning.	1	0.666		
Computer specifications for accessing e-learning are as needed.	2	0.751		
Reliable support staff when there are problems with e-learning access.	3	0.778		
E-learning System quality Factors	A.2.			
E-learning training instructions are easy and simple to carry out.	4	0.803		
The current appearance of e-learning is satisfactory.	5	0.763		
The e-learning training that has been carried out is in line with expectations.	6	0.838		
Culture Factors	A.3.		0.943	
I am excited to take e-learning training	7	0.796		0.548
The work culture at my place supports the implementation of e-learning training	8	0.809		
I found out about e-learning training through social media notifications (such as WhatsApp and others)	9	0.616		
Self Efficacy Factors	A.4.			
I often take part in training related to computer skills	10	0.665		
The organization supports and encourages me to take part in e-learning.	11	0.573		
I follow e-learning with high self-awareness.	12	0.713		
Trust Factors	A.5.			
The e-learning system is safe from viruses and malware that could potentially damage my computer.	13	0.763		
My identity as a training participant is safe and protected from leaks to unauthorized parties.	14	0.771		

The construct in the form of in-house training consists of 2 indicators and 16 questions. These indicators were adopted from research by (Kristen et al., 2017). Respondents were asked whether in implementing in-house training there had been institutional and instructional support from the agency or unit providing the in-house training. Questionnaire answer choices asked of respondents used a Likert scale from 1, which means strongly disagree to 5, which means strongly agree. Testing this indicator uses the Smart PLS 4 analysis tool. Testing the indicators for each in-house training question is based on Smart PLS 4 data processing, and from processing this data an outer loading value is produced between 0.681 – 0.866. According to Ghozali (Ono, 2020), a correlation can be achieved. it is said to meet validity if it has a loading value of more than 0.7. Meanwhile, in general, the in house training indicator has a rho_a value of 0.979, Cronbach alpha 0.978, rho_c 0.980 and an average variance extracted (AVE) value of 0.751 and this is in accordance with research from (Sarstedt et al., 2021) which requires the rho_a value to be > 0.70 and the AVE value to be > 0.50 for the model measurement to be valid and reliable. Reliability is an indicator of the stability of the measured values obtained in repeated measurements under the same circumstances using the same measuring instrument (Sürücü & Maslakci, 2020) .Table 4.2 below shows the indicators and model measurement results for this variable.

Table 6. Smart pls data processing results for in house training indicators

Indicators/Items	Code	Factor Loading	rho_a	AVE
In house training	B			
Instructional: Organization	B.1.			
The time provided by the office to take part in in-house training is quite adequate.	1	0.681		
The material presented in the in-house training supports the work I do	2	0.781		
Instructional: Material	B.2.			
The theme of in house training is relevant to the work I do.	3	0.819		
I know and understand the purpose of carrying out in-house training.	4	0.847		
Instructional: Methodology	B.3.			
The interaction between the presenter and participants in the training was as expected.	5	0.866		
The teaching methods provided by the training participants are in accordance with the needs and desires of the training participants	6	0.846		
Instructional: Facilities	B.4.			
The facilities (room or online media) provided for in-house training are as expected.	7	0.820		
In-house training media have supported the effectiveness of training	8	0.850		
Institutional: Presenter	B.6.		0.970	0.682
The presenters in the implementation of in-house training are indeed experts in their fields.	9	0.864		
The work experience of the presenters supports the implementation of effective in-house training.	10	0.811		
Institutional: Participants	B.7.			
There was an increase in learning motivation regarding the material presented during in-house training.	11	0.839		
There was an increase in interest in learning about the material presented during in-house training.	12	0.822		
Institutional: Committee	B.8.			
The in-house training committee, in this case the General and Internal Compliance Sub-Section, is professional in organizing in-house training.	13	0.804		
The qualifications of the media and presenters used in the in-house training selected by the committee are appropriate.	14	0.853		
Institutional: Education Specialization	B.9.			
The selection of presenters in in-house training is in accordance with their educational specialization and expertise.	15	0.846		
Family and co-workers support the implementation of effective in-house training.	16	0.846		

The construct validation (Stenner et al., 2022)is the process of ascribing meaning to scores produced by a measurement procedure is generally recognized as the most important task in developing an educational or psychological measure, be it an achievement test, interest inventory, or personality scale The construct in the form of the Kirkpatrick Model Training Evaluation consists of 4 indicators and 14 questions. These indicators were adopted from research by Donald Kirkpatrick (1959). Respondents were asked whether during the implementation of e-learning training or in-house training, an evaluation had been carried out to measure the reactions, learning, behavior and results of training participants held by the agency or unit providing e-learning and in-house training. Questionnaire answer choices asked of respondents used a Likert scale from 1, which means strongly disagree to 5, which means strongly agree. Testing this indicator uses the Smart PLS 4 analysis tool. Testing the indicators for each Kirkpatrick model training evaluation question is based on Smart PLS 4 data processing, and from processing this data an outer loading value is produced between 0.721 - 0.939. According to Ghozali(Ono, 2020), a correlation can be

achieved. it is said to meet validity if it has a loading value of more than 0.7, whereas in general, the Kirkpatrick model training evaluation indicator has a rho_a value of 0.981, Cronbach alpha 0.978, rho_c 0.980 and an average variance extracted (AVE) value of 0.783 and this is in accordance with research from (Sarstedt et al., 2021) which requires a rho_a value of > 0.70 and an AVE value of > 0.50 for the model measurement to be valid and reliable. Table 4.3 below shows the indicators and model measurement results for this variable.

Table 7. Smart Pls Data Processing Results for Kirkpatrick Model Training Evaluation Indicators

Indicators/Items	Code	Factor Loading	rho_a	AVE
Evaluation of Kirkpatrick Model Training	C			
Reaction	C.1.			
I am satisfied with the e-learning training that has been implemented.	1	0.847		
I am satisfied with the in house training that has been carried out.	2	0.821		
The e-learning training has been implemented effectively	3	0.894		
The implementation of in-house training has been carried out effectively	4	0.854		
Learning	C.2.			
My knowledge and skills increased after participating in e-learning training and in-house training.	5	0.919		
My knowledge and skills increased after attending in-house training	6	0.915		
My post test score is better than the pre test score after taking e-learning?	7	0.721	0.981	0.783
My post test score is better than the pre test score after attending in house training?	8	0.848		
Behavior	C.3.			
My work habits have become more effective after participating in e- learning training.	9	0.929		
My work habits have become more effective after attending in-house training.	10	0.933		
Results	C.4.			
The quality of my work has improved after taking e-learning training.	11	0.921		
The quality of my work has improved after participating in in-house training.	12	0.939		
My work productivity increased after participating in e-learning training	13	0.907		
My work productivity increased after attending in-house training	14	0.913		

The construct in the form of performance consists of 3 indicators and 8 questions. These indicators were adopted from (Farida & Hendarsjah, 2022) research. Respondents were asked whether after carrying out the e-learning training and in-house training, there was an increase in performance in the form of increasing the knowledge, skills and abilities of the participants in the training organized by the agency or unit providing the e-learning training and in-house training. Questionnaire answer choices asked of respondents used a Likert scale from 1, which means strongly disagree to 5, which means strongly agree. Testing this indicator uses the smart pls 4 analysis tool. Testing the indicators for each performance question is based on smart pls 4 data processing, and from data processing, an outer loading value between 0.876 – 0.924 is produced. According to Ghozali (Ono, 2020), a correlation can be said to be meets validity if it has a loading value of more than 0.7. while in general, the performance indicator has a rho_a value of 0.979, Cronbach alpha 0.979, rho_c 0.982 and an average variance extracted (AVE) value of 0.871 and this is in accordance with research from (Sarstedt et al., 2021) which requires a rho_a value > 0.70 and a

value of AVE is >0.50 so that the model measurement is valid and reliable. Table 4.4. Below shows the indicators and model measurement results for this variable.

Table 8. Smart pls data processing results for performance indicators

Indicators/Items	Code	Factor Loading	rho_a	AVE
Performance	D			
Knowledge	D.1.			
After following the e-learning training, my knowledge has increased.	1	0.901		
After participating in in-house training, my knowledge has increased.	2	0.913		
The knowledge gained while taking e-learning training is useful for the work I do.	3	0.924		
The knowledge gained while attending in-house training is useful for the work I do	4	0.916	0.970	0.825
Skills	D.2.			
After participating in e-learning training, my skills in completing work have improved.	5	0.923		
After attending in-house training, my skills in completing work have improved	6	0.897		
Ability	D.3.			
After attending the *in-house training,* I feel capable of completing the tasks assigned in the future	7	0.876		
After following the e-learning training, I feel capable of completing the work assigned in the future.	8	0.913		

CONCLUSION

Researchers tested the hypothesis using the PLS-SEM approach. The choice of PLS-SEM is because, PLS-SEM can test causal and predictive relationships between latent variables simultaneously and appropriate analysis to support theories that are still weak (Joreskog and Wold: 1982). Another reason for choosing PLS-SEM is because with PLS-SEM, researchers can examine relationships between complex variables that are not possible using a covariance-based SEM approach or traditional regression methods (Sarstedt et al., 2021); (Ghozali & Latan, 2015). PLS SEM testing uses two testing stages, namely measurement model testing and structural model testing. Testing the measurement model aims to assess the validity and reliability of each latent forming indicator in the model (Ghozali & Latan, 2015). Testing this measurement model is done by calculating pls sem in the Smart PLS 4 application. The results of testing this measurement model have been explained in the first section. Furthermore, testing the structural model has the aim of assessing the quality of the model by testing the hypothesis of the model (Sarstedt et al., 2021) by carrying out the boostrapping process which is an abbreviation for bias corrected and accelerated in the Smart PLS 4 application with a choice of 5,000 re-sample tests the results are in the following table.

Based on the results of the bootstrapping process, it is known that the R-square value of performance is 0.877 and the adjusted R-square value is 0.874, this value shows that the ability of the predictor variable to explain the variable results is close to substantial (Ghozali & Latan, 2015). R-Square itself is a measure of the proportion of variation in the value of a variable that is influenced (endogenous) which can be explained by the variable that influences it (exogenous). The criteria are if the R2 value = 0.75 then substantial is large/strong, if the R2 value = 0.50 it is moderate, if the R2 value = 0.25 is weak (small).

The first hypothesis (H1) which states that e-learning training has an effect on performance is unacceptable. This is in accordance with previous research from (Putri & Ratnasari, 2019) Training variable shows that training does not affect employee performance.

The second hypothesis (H2) which states that in house training has an effect on performance can be accepted with a significant influence, this is in accordance with previous research (Hendratmoko, 2018) on the performance of PT employees Indobel Noble Award.

The third hypothesis (H3) which states that e-learning training moderated by Kirkpatrick evaluation has an effect on performance cannot be accepted, because the results of this study state that the interaction between e-learning training as an independent variable and Kirkpatrick model training evaluation as a moderating variable has a negative effect on performance. as the dependent variable.

The fourth hypothesis (H4) states that in-house training moderated by Kirkpatrick's evaluation has an acceptable effect on performance with a significant effect, which means that in-house training has a positive effect.

The limitations of this research: Sampling Bias: If the study does not have a representative sample of the target population, the findings may not be generalizable to a broader context. For example, if the study only includes employees from a single company or industry, the results may not apply to different organizations. Causation vs. Correlation: It can be challenging to establish a direct cause-and-effect relationship between e-learning or in-house training and employee performance. Other variables and factors may influence performance, and it can be difficult to control for all of them. Time Frame: The study's time frame can limit the ability to draw conclusions about the long-term effects of e-learning and in-house training. Short-term improvements in performance may not reflect the sustainability of the training's impact. Confounding Variables: There may be other variables that influence employee performance that are not accounted for in the study. These variables can lead to confounding effects, making it difficult to attribute changes in performance solely to training methods. Generalizability: The study's findings may not be applicable to all industries, job roles, or employee demographics. The specific context in which the study is conducted can limit the generalizability of the results.

Suggestions for future research: Sampling Bias: If the study does not have a representative sample of the target population, the findings may not be generalizable to a broader context. For example, if the study only includes employees from a single company or industry, the results may not apply to different organizations. because sample this research is a government organization, it is appropriate to conduct research on private organizations. Causation vs. Correlation: It can be challenging to establish a direct cause-and-effect relationship between e-learning or in-house training and employee performance. Other variables and factors may influence performance such as compensation, leadership, work discipline, work ability, motivation, working conditions and cooperation. Time Frame: The study's time frame can limit the ability to draw conclusions about the long-term effects of e-learning and in-house training. Short-term improvements in performance may not reflect the sustainability of the training's impact This research was carried out during the transition from the pandemic period, at a different time, perhaps the results would be different. Confounding Variables: There may be other variables that influence employee performance that are not accounted for in the study. These variables can lead to confounding effects, making it difficult to attribute changes in performance solely to training methods. Generalizability: The study's findings may not be applicable to all industries, job roles, or employee demographics. The specific context in which the study is conducted can limit the generalizability of the results. The sample for this research is employees who work in the administrative sector. In the future, research can be carried out for employees who work in the manufacturing sector.

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